Field Guide to the Reviews

Fachpiece of material received an overall grade, as noted in the Report Card. This grade corresponds to the number of icons appearing here: 5 icons represent A+; 41/2 icons, A; 4 icons, A+; 3 icons, B+; 3 icons, B+; and 21/2 icons, B-.

The facing page contains two sample pages from the curriculum.

Many lessons are more than two pages in length; therefore sample pages may not include an entire lesson.

These grades reflect the numeric score earned by the curriculum for each evaluation area. (See Evaluation 176.)

Evaluators were asked to indicate the degree of emphasis placed on each discipline. Results are reflected on this scale. Zero (0) indicates no emphasis, one (1) indicates some emphasis, two (2) indicates more emphasis, and three (3) indicates major emphasis.

California State Environmental Education Guide

Alameda County Office of Education 313 West Winton Avenue Hayward, California 94544 (510) 670-4168



\$17.95. 1988. 323 pages.

The "California State Environmental Education Guide" is an interdisciplinary, sequential program arranged into six action projects and eight instructional units covering such themes as Homes and Habitats, Communities and Culture, and Fostering a Healthy Environment. The lessons within each unit build upon each other, reinforcing a foundation of knowledge among kindergarten through sixth grade students.

REPORT CARD			
Overall Grade	B +		
General Content	B +		
Presentation	B +		
Pedagogy	A-		
Teacher Usability	A-		
Human Communities	В		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Comprehensive, integrated lessons on a variety of environmental subjects. "Finally a curriculum to meet individual grade level needs. And assessment is included!"

Presentation

"Embedded evaluation."

Pedagogy

"Grade levels build upon each other rather than follow the typical approach to K-3 activities." "If all grade levels in a school utilized the book thoroughly, students would leave grade 6 with a strong foundation in environmental education." Identifies related framework concepts.

Teacher Usability

Lessons are based on thorough field-testing. Activities involve parents and are extremely teacher-friendly.

Specific Content on Human Communities

A great deal of material covers the topic of human communities.



Green Box

Humboldt County Office of Education School Staff Support Services Attn: Cheryl Ingham 901 Myrtle Avenue Eureka, California 95501 (707) 445-7000



\$90.00, 1989, 1 box.

Literally a green box, the "Green Box" is a collection of over 200 environmental education activity cards arranged in a sequence from exploration (the DO cards) to thought (the THINK cards) to demonstration of knowledge (the SHOW cards). Topic areas include people, senses, technology, energy, air, water, land, the world, global games, change, use, and adaptation. A training video is available. "Green Box" was not evaluated at the 4-6 level, although it is grade-level appropriate.

REPORT CARD				
B +				
B +				
B +				
A-				
В				
B +				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Very adaptable collection of interrelated, interdisciplinary activities arranged in card format. "Ideal for learning centers, GATE students, and as a teacher resource for K-3."

Presentation

Kid-friendly cards.

Pedagogy

"Well balanced in terms of learning styles, inclusive of affective education." Many critical and literal thinking skills are involved. Allows for individualized instruction. "Primary students may have difficulty reading the cards independently."

Teacher Usability

Can be used for individuals, small groups or whole group - extremely flexible. "Might pose a management problem for teachers."

Specific Content on Human Communities

Entire section focused on global issues relevant to this topic.



Caretakers of a Good Planet

The Center for Teaching International Relations University of Denver 2199 South University Boulevard Denver, Colorado 80208 (303) 871-2164



\$24.95. 1992. 124 pages.

"Caretakers of a Good Planet" is a supplemental curriculum guide focusing on global stewardship issues. Activities include "Good Planets Are Hard to Find," "Cooperation in my Habitat," and "What's Blowin' in the Wind?" Several activities specifically motivate students to help solve environmental problems.

REPORT CARD				
Overall Grade	B+			
General Content	B +			
Presentation	B +			
Pedagogy	B +			
Teacher Usability	B +			
Human Communities	В			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Clearly was written and used by a primary teacher. Lessons relate and build upon each other." Content deals primarily with habitats.

Presentation

"Lacking any eye-catching artwork to accompany student activity pages."

Pedagogy

Developmentally appropriate and meaningful activities.

Teacher Usability

"Relatively easy for teachers to implement." Lessons are thorough and could easily be integrated into existing curricula. Bibliography and list of environmental organizations are included.

Specific Content on Human Communities Focusing on community stayyardship

Focusing on community stewardship.



Think Earth

Educational Development Specialists 5505 East Carson Street Suite 250 Lakewood, California 90713 (310) 420-6814



\$25.00 per unit. \$25.00 video. \$120.00 units k-3. \$215.00 units k-6. 1991. Packaged kit.

"Think Earth" is a complete instructional package containing a teacher guide, story cards, posters, practice cards, reproducible masters, and seven-minute video. Each grade-level specific (k-6) five-lesson program focuses on the conservation of natural resources and the reduction of waste and pollution.

REPORT CARD				
В+				
B +				
В				
B +				
B +				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language				

COMMENTS

General Content

Comprehensive units of study, individualized for each grade level.

Presentation

"Eye-appealing and motivating to students."

Pedagogy

"Many of the follow-up activities are more meaningful than the 'core' activities." "Action-oriented material, correlated to numerous frameworks. Connects to home with Take Home Activities."

Teacher Usability

Teacher-friendly. "Even teachers with no environmental education or science background could easily teach these units." Includes some fact sheets and stories in Spanish.



Living Lightly in the City

Schlitz Audubon Center 1111 East Brown Deer Road Milwaukee, Wisconsin 53217 (414) 352-2880



\$22.00. 1990. Volume I, 178 pages

Written for suburban and urban students, "Living Lightly in the City" presents activities designed to increase an awareness about the community and the source of water, food, energy, and the resources students consume daily. Included in the units are: Checking Out the Neighborhood; Community Connections; Heating, Lighting and Moving; and Living Lightly.

REPORT CARD				
B +				
A-				
В-				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"The guide acknowledges that primary curricula should be based on an awareness level, as well as the cognitive differences between K-1 and 2-3." "Interdisciplinary activities can be done in a variety of environments." Guide set up as a supplement to existing curricula.

Presentation

Materials are nicely arranged.

Pedagogy

"Some lessons do not flow together naturally to develop a strong storyline, although good activities are suggested that could be integrated into the curriculum."

Teacher Usability

"Good summary of each unit and what is included. Teacher-friendly and good listing of resources." Family is involved as a learning unit.

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Myself and Others

American Forum for Global Education National Clearinghouse on Development and Environmental Education 45 John Street Suite 908 New York, New York 10038 (212) 742-8232



\$5.00. 1979. 70 pages.

"Myself and Others" is designed to help primary students attain a global perspective, by recognizing the interconnections between one's own life and community. The four units of activities are entitled Myself and the Neighborhood, Exploring Systems, Communicating With Others, and Myself and The Larger World.

REPORT CARD				
В				
B +				
В				
B +				
B +				
C+				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

The integration of material throughout this curriculum flows naturally. "This is one of the most developmentally appropriate of all the primary environmental education materials." Emphasis is upon social science rather than science.

Presentation

Presents a series of good ideas, rather than well laid lesson plans.

Teacher Usability

Teacher will still need to do the planning. Objectives are not included for all activities.

Specific Content on Human Communities

Majority of this curriculum is built on neighborhood and community awareness; helps students realize they are part of a large community.



Ecological Citizenship Program

The Chicago Academy of Sciences 2001 North Clark Street Chicago, Illinois 60614 (312) 549-0606



1994. \$50 per grade level. Each folder contains lessons, posters and maps.

"The Ecological Citizenship Program" is a sequential environmental education curriculum beginning at the kindergarten level. Activities at each grade level revolve around one theme: kindergarten - The Sense of Wonder; first grade - Greening the Neighborhood; second grade - Animal Neighbors; and third grade - Living Lightly in Your Neighborhood. The draft edition was reviewed for the Human Communities Compendium.

REPORT CARD		
В		
В		
В		
B +		
В		
В		

DISCIPLINE FMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Utilizes the natural environment or alternatives when a natural environment is not available. In the process of being field-tested.

Pedagogy

Some procedures are vague and lacking time frames, although this will most likely be addressed in the final edition. Developmentally appropriate units are each based on unifying concepts. Curriculum spirals from one grade level to the next. Promotes cooperation as students work together in teams.

Teacher Usability

Still in draft form.

Specific Content on Human Communities

Provides opportunities for students to develop a sense of ownership and pride in their community.



Our Planet, Our Home: A Global Vision of Evology

Zephyr Press P.O. Box 13488-F Tucson, Arizona 85732 (602) 322-5090



\$54.00. 1992. 53 pages.

"Our Planet, Our Home" is a learning kit consisting of a teacher's guide, 30 activity cards, and three sets of picture cards - all designed to promote a global vision of ecology. Students are given the opportunity to physically manipulate the various components of the Earth's systems and human needs. Activities range from "Mapping Our Home" to "Taking a Stand" on resolving environmental issues.

REPORT CARD		
Overall Grade	B-	
General Content	В	
Presentation	B-	
Pedagogy	В	
Teacher Usability	В	
Human Communities	B-	

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics	_			
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			
1				

COMMENTS

General Content

Interesting collection of activity cards, but lacks well developed lessons with defined objectives. Supplemental in nature.

Presentation

"Beautiful pictures."

Pedagogy

"Open-ended constructivist approach, yet not enough guidelines for the teacher." Developmentally inappropriate for k-2; more appropriate for 3-5th grade where it will encourage critical thinking.

Teacher Usability

"Does not provide important teacher background in support material."

Specific Content on Human Communities

Global perspectives of a student's world. "Stronger subject matter involving environmental topics in human communities than found in other curricula."



Global Primer - Skills for a Changing World

The Center for Teaching International Relations University of Denver 2199 South University Boulevard Denver, Colorado 80208 (303) 871-2164



\$26.95. 1991. 169 pages.

The "Global Primer" serves as a supplemental curriculum guide, offering global studies learning activities divided into four principal areas: World Basics, World Awareness, World Communication, and Map and Globe Skills. Reproducible student handouts are provided.

REPORT CARD		
В-		
В		
В-		
В		
В		
C		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Designed to supplement existing curricula; can do so with ease.

Pedagogy

Upper level lessons are more appropriate and relevant than those of the lower level. Lacks a constructivist approach; however, activites include evaluations and opportunities for real life application.

Teacher Usability

Extremely teacher-friendly "worksheet" format.

Specific Content on Human Communities Global view of geography, but not environmental issues.



World Game Map

World Game Institute 3215 Race Street Philadelphia, Pennsylvania 19104 (215) 387-0220



\$25.00 for teacher resource guide. 1993. 71 pages.

The teacher resource guide to the "World View Playground Map" offers a variety of activity plans to accompany the 31' x 65' stenciled playground map (not included in teacher resource guide.) Activities are based on the opportunity to walk directly on the playground map and include such titles as "Being Human Beings"; "Environment, Ecology, and Me"; "If I Lived in...," and "Where the People Are."

REPORT CARD		
В-		
В-		
В-		
В		
В		
C		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"A nice collection of maps and cultural and geographical activities." "The concept of creating a playground map is intriguing, but the financial and time commitment of the initial program must be seriously considered." The binder itself is not a environmental education curriculum, but rather a group of activities.

Presentation

"The students would really enjoy having the world at their feet."

Teacher Usability

The World View Playground Map is a good resource for facts about maps.

Specific Content on Human Communities Strong global emphasis on looking at the world; good opportunity to develop cultural awareness.



Achild's Place in the Environment: Conserving Natural Resources

California Department of Education Bureau of Publications, Sales Unit P.O.Box 271 Sacramento, CA 95812-0271



 $\left(800\right)$ 995-4099 - For general information call $\left(707\right)$ 263-7249

\$40.00. 1994. 309 pages.

One of six grade-level specific units in the series, *A Child's Place in the Environment*, "Conserving Natural Resources" is a comprehensive curriculum designed for the fifth grade. Each lesson is built upon preceding ones and focuses on the following themes: Values, Systems and Interactions, Patterns of Change, and Conservation.

REPORT CARD

Overall Grade	A
General Content	A +
Presentation	A-
Pedagogy	A +
Teacher Usability	A-
Human Communities	A -

1	2 3
Science	
History/Social Science	
Health	
Mathematics	
Fine/Performing Arts	
Language Arts	
Industrial/Vocational Ed.	_
Foreign Language	_

COMMENTS

General Content

Powerful, theme-based curriculum. The integration of literature supports the concepts and reinforces storylines, "although districts may not have the funds to purchase the literature sets." Emphasis is placed on personal responsibility toward the environment. "Great focus on multicultural issues."

Presentation

"Covers issues in-depth; good arrangement of concepts and subconcepts."

Pedagogy

Provides strategies on teaching the materials as a "sheltered experience" for LEP students.

Teacher Usability

Directions and background information are very clear and thorough, but require a substantial amount of reading.

Specific Content on Human Communities

Integrates historical and contemporary issues relevant to the topic.

Lesson 9

How Did the Environment Influence the Types of Homes Early American Settlers Built?

Story Link: In Lesson 8 students analyzed how the

environment influenced the type of homes early American Indians built. In this lesson students will identify some of the environmental factors that early American settlers took into consideration as they built their

homes.

Subconcept: The homes of wild animals and human

beings are made from natural resources.

Lesson's Concepts: Humans need shelter for protection from

other living things and from environmental forces. When early American settlers designed and built homes, they took into account climate, and they used materials

from their environment.

Overview: Each cooperative group studies one type of

home and presents its findings to the class. On a map of the United States, students list the special features of each type of home

described by the groups.

Time: One and one-half to three hours spread over

two days (depending on student interest and

involvement).

Vocabulary: sod, wattle and daub

Curricular Connections: Science, English-Language Arts, History-

Social Science, Mathematics, Visual and

Performing Arts

Scientific Thinking Processes: observing, communicating, comparing, cate-

gorizing, relating

Preparation

- 1. Make a copy of and cut apart, "Student Cards: Homes of Early American Settlers" (pages 147– 152).
- ____ 2. Make a copy of "A Map of Early American Settlers' Homes" (page 153), for each student.

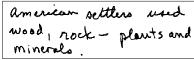
Materials

- ___ A map of the United States
- The poster, "Homes of Early American Indians and European Settlers" (included in this curriculum)
- Books about homes of early American Settlers (see "Resources")
- One card from "Student Cards: Homes of Early American Settlers" for each group
- If available, a map of the United States showing the climate of different regions, including temperature ranges
- ___ A copy of "A Map of Early American Settlers' Homes" for each student

Procedure

Students' Preconceptions

Journal Prompt: List the natural resources that early American settlers might have used to build their homes and describe or illustrate one type of home they might have built.



Submitted by Donna Gregg's fifth-grade class, Cameron Elementary School, Barstow Unified School District.



Submitted by Donna Gregg's fifth-grade class, Cameron Elementary School, Barstow Unified School District.

1. Encourage students to share their journal entries.

Motivation

2. Display the poster, "Homes of Early American Indians and European Settlers." Ask students to determine which of the homes on the poster is most like the one they drew and described in their journal.

Action

- Assign one type of home to each group and provide a copy of the corresponding card from "Student Cards: Homes of Early American Settlers":
 - 1. Wattle and daub colonial home
 - 2. Salt box
 - 3. Log cabin
 - 4. Flatboat
 - 5. Sod house
 - 6. Row house
 - 7. Southern-style
 - 8. Adobe
 - 9. "Gold Rush" tent house

Comunity Corrections

The Oakland Museum 1000 Oak Street Oakland, California 94607 (510) 238-3818



\$10.04. 1992. 111 pages.

"Community Connections" is an interdisciplinary urban environmental education curriculum. Activities are designed to enable middle school students to explore aspects of themselves, their environment, and how they fit into their environment. Based on the premise that the most serious threat to the environment is the sense of unconnectedness, "Community Connections" strives to bring connectedness and a sense of purpose to the urban child.

Overall Grade AGeneral Content A+ Presentation B+ Pedagogy A Teacher Usability AHuman Communities B+

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Strong emphasis on relating personal issues and concerns to environmental concepts. Starts where the students are, helps them understand who they are and the role they play in the environment. "A cohesive slice of curriculum that can be used as a unit of study on the community and its diversity."

Presentation

"Two thumbs up!"

Pedagogy

- "More appropriate for grades 6-8."
- "Excellent material for at-risk students."
- "Students' preconceptions could be better analyzed."

Teacher Usability

"Needs more background information." Material can be easily integrated into the middle school curriculum.

Specific Content on Human Communities

Addresses both the local and greater human/ environmental community. "Excellent piece! Presents the precursor to global awareness: the personal environment."



What Have You Got to Lose? New World Tropical Forests

Stanford Program on International and Cross-Cultural Education Littlefield Center 300 Lasuen Street, Room 14 Stanford University Stanford, CA 94305 (415) 723-1114



\$44.95 (Includes guide with 24 slides and poster). 1992. 128 pages. Available in Spanish.

"What Have You Got to Lose? New World Tropical Forests" includes survival games, local and international problem-solving group simulations, a science experiment, and a guide to creating a classroom rainforest. The curriculum emphasizes resource use and the global implications of deforestation and also features a slide set and rainforest cross-section poster.

REPORT CARD		
A-		
A		
B +		
A		
A-		
B +		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Presents a variety of activities based on tropical forests. "I loved this curriculum. It is interesting and motivating on an adult level, and students will learn a lot."

Presentation

"Very well organized with stimulating quotations and historical background."

Pedagogy

"Excellent cooperative learning and roleplaying activities."

Teacher Usability

Optional poster map is available in Spanish. Contains a complete resource list and excellent background information for the teacher.

Specific Content on Human Communities

Related to the local community, specifically the implications of the use of tropical resources from other parts of the world.



California State Environmental Education Guide

Alameda County Office of Education 313 West Winton Avenue Hayward, California 94544 (510) 670-4168



\$17.95. 1988. 323 pages.

The "California State Environmental Education Guide" is an interdisciplinary, sequential program arranged into six action projects and eight instructional units covering such themes as Homes and Habitats, Communities and Culture, and Fostering a Healthy Environment. The lessons within each unit build upon each other, reinforcing a foundation of knowledge among kindergarten through sixth grade students.

REPORT CARD				
A-				
A-				
B +				
A				
A				
B+				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Takes learning beyond the classroom with home learning activities. The material addresses the local community and personal issues thoroughly. "Good collection of hands-on activities."

Presentation

Material is well organized and clearly written.

Pedagogy

Correlated to state frameworks. "Lessons build sequentially to provide an understanding of the theme."

Teacher Usability

"Easy to Use." "Easy to integrate into existing curricula." Listing of resources is provided.

Specific Content on Human Communities

A great deal of material covers the topic of human communities.



LivingLightlyintheCity

Schlitz Audubon Center 1111 East Brown Deer Road Milwaukee, Wisconsin 53217 (414) 352-2880



\$22.00. 1992. Volume II, Second edition. 199 pages.

Written for suburban and urban students, "Living Lightly in the City" presents activities designed to increase an awareness about the community and the source of water, food, energy, and the resources students consume daily. Among the eight units are the following titles: Checking Out the Neighborhood, Natural Neighbors, Back to Basics, and Enough for Everyone.

REPORT CARD			
A-			
A-			
B +			
A-			
A			
B +			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"The curriculum starts at the neighborhood and continues to expand the child's vision and understanding of the city, country, and world." Storylines are evident; excellent activities. The curriculum could serve well as a supplement or on its own as units of study.

Presentation

Well organized; overhead and student masters are provided.

Pedagogy

"Very complete curriculum; lots of inquiry and higher level thinking." "Activity and inquiry-based material." Some units, however, appear as a collection of activities that do not build upon each other.

Teacher Usability

Easy to use.

Specific Content on Human Communities

"Good start for a view of global issues."

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Our Divided World: Poverty, Hunger and Overpopulation

Zephyr Press P.O. Box 13488-F Tucson, Arizona 85732 (602) 322-5090



\$19.95. 1990. 102 pages.

Part of the Our Only Earth Series, "Our Divided World" is a curriculum for global problem-solving focusing on poverty, hunger, and overpopulation. Activities begin with a survey, followed by independent research, and culminating with a problem-solving process through which students conduct their own youth summit.

REPORT CARD				
B +				
B +				
В				
A-				
B +				
B +				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics	_			
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Addresses real life issues (poverty, hunger,and overpopulation) and contains great problem-solving activities. "Flexible material; good for learners of all ages." "In a rational and logical sequence, students are guided from knowledge of population issues through higher level reasoning and decision-making. Each lesson builds upon the one before it."

Presentation

No illustrations. "Layout is boring."

Pedagogy

"Truly an inquiry-based, student-directed curriculum." Listed as 4-12 material, but does not provide suggestions on how to adjust to specific needs and interests.

Teacher Usability

Much of the teacher background information that is needed is obtained through reading the student activities.

Specific Content on Human Communities

Deals with global aspects of the topic.



Making Corrections: Linking Population and the Environment

Population Reference Bureau Circulation Department P.O. Box 96152 Washington, D.C. 20090 (800) 877-9881



\$15.00. 1992. 143 pages.

"Making Connections: Linking Population and the Environment" offers 28 reproducible lessons introducing population and environmental issues. Activities concentrate on the human uses of land, water, and forest resources, as well as the urban environment; includes eight large color photographs.

REPORT CARD				
Overall Grade	B +			
General Content	A-			
Presentation	В			
Pedagogy	B +			
Teacher Usability	B +			
Human Communities	B +			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Provides opportunities for students to research and construct charts and graphs. "Attempts to show comparisons of developed and developing nations." "Very complete for human population problems - examines the issues from many points of view in an unbiased manner."

Pedagogy

Good simulations. No indication of suggested grade levels for activities. The matrix of concepts, topics and geographical regions are valuable tools. "Good material on population growth." Material can stand alone or as a unit within another discipline.

Teacher Usability

"Excellent introduction and resource listings in each lesson!"

Specific Content on Human Communities

"Excellent global perspective." Compares varying conditions and resources around the world.



Global Issues in the Elementary Classroom

The Center for Teaching International Relations University of Denver 2199 South University Boulevard Denver, Colorado 80208 (303) 871-2164



\$21.95. Revised 1993. 175 pages.

A broad collection of activities are provided in "Global Issues in the Elementary Classroom" to help teachers introduce basic global and international topics. Activities are organized into five sections: Introducing the Concept of Global Awareness, Studying Human Values, Studying Global Systems, Studying Global Issues, and Studying Global History.

REPORT CARD				
B +				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Integration of material is balanced; activities could supplement existing curricula." "Does not provide students with opportunities to become active stewards." "Excellent activities promote understanding of human needs and wants and the factors influencing them."

Pedagogy

"Uses strategies most teachers are comfortable with." Primarily a language arts-based curriculum. "Strong cultural awareness."

Teacher Usability

Good reading material and resource list.

Specific Content on Human Communities

"A positive presentation of global issues for this grade level. Excellent connection made between resource use to resource origins in the world." "Needs more connection of human communities to natural communities."



Global Issues Education Set

Global Tomorrow Coalition 1325 G Street, N.W., Suite 915 Washington, D.C. 20005 (202) 628-4016



\$65.00. 1990. 119 pages. Includes Global Ecology Handbook.

"The Global Issues Education Set" offers a series of lesson plans revolving around the following themes: a global awakening, population, biological diversity, and ocean and coastal resources. Activities inform students about specific global issues, stress the interdependence of global ecosystems, and encourage students to explore opportunities to resolve environmental problems.

В+
В+
B +
B +
B +
В

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Broad range of topic areas. Provides a sampling of activities that could easily be integrated into existing classroom curriculum. "Activities provide an opportunity for students to explore concepts." "Minor emphasis on personal responsibility and taking action."

Presentation

Reproducibles are very good.

Pedagogy

"Objectives are often vocabulary-driven."

"Good demonstrations of concepts."

Teacher Usability

"Teacher background material is excellent."

Specific Content on Human Communities

Material helps the student see the big global picture and realize that individual choices affect the environment.



Thirk Earth

Educational Development Specialists 5505 East Carson Street Suite 250 Lakewood, California 90713 (310) 420-6814

\$25.00 per unit. \$25.00 video. \$95.00 units 4-6. \$215.00 units k-6. 1993. Packaged kit.

"Think Earth" is a complete instructional package containing a teacher guide, story cards, posters, practice cards, reproducible masters, and seven-minute video. Each grade-level specific (k-6) five-lesson program focuses on the conservation of natural resources and the reduction of waste and pollution.

B +
B+
B +
В
B+
В

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Uses one topic at each grade level as a theme to address the human role on earth. "Students really need all three units to have had a whole curriculum." "Lacks hands-on learning."

Presentation

Video is critical to the curriculum. "Great posters!" "Visuals are eye-catching and motivational."

Pedagogy

"Includes good take-home materials, helping to expand the learning experience beyond the classroom." "Very impressive with current ideas and lots of choices for learning."

Teacher Usability

Excellent listing of resources. Didactic approach to environmental education.

Specific Content on Human Communities

"Material is heavily focused on waste management and energy conservation." "Nice introduction to some environmental problems."



Corrections: A Curriculum in Appropriate Technology

National Center for Appropriate Technology Box 4000 Butte, Montana 59702 (406) 494-4572

\$7.00. 1980. 109 pages.

"Connections" is an activity guide designed to introduce elementary students to appropriate technology and the idea of self-reliance in a human community. Materials are organized around ten lesson plans that focus on energy conservation, small-scale appropriate technology, transportation, waste and recycling, solar energy, nutrition, and organic gardening.

Overall Grade B+ General Content B+ Presentation B+ Pedagogy B+ Teacher Usability AHuman Communities B-

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.				
Foreign Language	_			

COMMENTS

General Content

Touches on a variety of topics in the realm of society and technology using motivating activities. "Great directions on making solar models!" Lessons do not build upon one another and have limited hands-on applications. Maintains a positive tone without the "doom and gloom" approach.

Presentation

"Layout seems scattered; yet graphics are engaging."

Pedagogy

Assessment limited to standard multiple choice quizzes.

Teacher Usability

Easy to use; lots of background information.

Specific Content on Human Communities

"Weak in addressing human communities per se." "The curriculum helps students see beyond the classroom to the world." "Great work on sustainable technologies."



Transformations: A Curriculum Guide to Creative Development

Center for City Building Education 2118 Wilshire Boulevard Suite 303 Santa Monica, California 90403 (310) 471-0090



\$17.95. 1984. 218 pages.

Accompanied by City Building Education, A Way to Learn, \$4.50. 1982. 64 pages.

"Transformations" provides the framework rather than a methodology to reorganize the classroom so that it operates like a city. By building a miniature-scale of their own community, students are given opportunities to construct a landsite, parcel out individual ownership, resolve conflict, and ultimately understand how a real city can be affected by individual actions.

REPORT CARD			
Overall Grade	B+		
General Content	A		
Presentation	В		
Pedagogy	A		
Teacher Usability	В		
Human Communities	В-		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Extremely detailed account of building a model city and city government with a group of children." Good material for encouraging creative thinking in the context of architecture and city planning. "Provides an authentic experience for students in the research and design of a human community." While very engaging, it is not adequately tied to the natural environment.

Pedagogy

"Completely integrated; highly activitycentered." An open-ended process. Student materials are not provided.

Specific Content on Human CommunitiesFocuses on the planning and design of a city.



Breakthroughs: Strategies for Thinking

Zaner-Bloser Educational Publishers P.O. Box 16764 Columbus, Ohio 43216 (800) 421-3018



\$ 19.99 teacher edition per unit. Class set includes teacher's guide, 25 student guides and journals for \$126.39. \$ 31.45 student response journals (25). 1992. Available in Spanish.

"Breakthroughs: Strategies for Thinking" is a critical thinking program that uses real world issues to teach students how to analyze an issue and apply thinking skills. Each unit is approximately 24 pages in length; the teacher guide corresponds directly to the student guide. "Are You Really Hungry?," "Fuel Today," "Can We Plug Into Windmills?," "Where Will All the People Go?," "The Muddy River," "Communities," "World Economy," and "Water - Enough for Everyone?" were evaluated for the Human Communities Compendium.

REPORT CARD	
Overall Grade	В
General Content	B +
Presentation	В
Pedagogy	B-
Teacher Usability	В
Human Communities	В-

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Weak in providing activities that promote environmental responsibility." "Lessons do not appear to support the concepts, nor are they engaging." "Offers an opportunity for students to study issues relevant to their own community."

Presentation

"Picture glossary is cute." "Disposable worksheets are wasteful."

Pedagogy

Many decision-making models are presented for student use. Emphasis is on literature and workbook-type activities; a standard textbook. "Reading and comprehension emphasized, rather than active participation on the part of students." "LEP students would become excluded due to emphasis on discussion, reading ,and written language." "Correlated to the science framework."

Teacher Usability

Material is available in Spanish. "Easy to read format; skill sheets are clear." "The 'Unit at a glance' section provides a great overview of the unit."



Environmental Encounter: Experiences in Decision-Making

Reverchon Press P.O. Box 19647 Dallas, Texas 97219 (214) 528-6540



\$14.95. 1982. 168 pages.

"Environmental Encounter: Experiences in Decision-Making for the Built and Natural Environment" is designed to illuminate the relationship between people and their environment. Emphasizing the physical elements of this relationship, activities are arranged according to the following sequence: orientation, receiving and organizing sensory data, living in a community, and synthesis.

REPORT CARD			
Overall Grade	В		
General Content	B+		
Presentation	В		
Pedagogy	B +		
Teacher Usability	C+		
Human Communities	В-		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics	_			
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

In-depth opportunity to explore both the personal and built environment. "Leans toward architectural values."

Presentation

"Confusing layout." "Needs blackline masters so teacher will not have to design material."

Pedagogy

"Too high for elementary level."

Teacher Usability

Plenty of teacher background and listing of resources. Needs to provide greater detail on implementation strategies.

Specific Content on Human Communities

Focuses on the structure of human communities.



World Game Map

World Game Institute 3215 Race Street Philadelphia, Pennsylvania 19104 (215) 387-0220



\$25.00 for the teacher resource guide. 1993. 71 pages.

The teacher resource guide to the "World View Playground Map" offers a variety of activity plans to accompany the 31' x 65' stenciled playground map (not included in the teacher resource guide). Activities are based on the opportunity to walk directly on the playground map and include such titles as "Being Human Beings"; "Environment, Ecology, and Me"; "If I Lived in...," and "Where the People Are."

В
B +
В
B +
В
C

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Great lessons on map reading skills! "Provides a very exciting learning experience, although with a limited application to environmental education." Excellent supplement to geography; limited discussion of the relationship between the natural and built environment.

Teacher Usability

Little teacher background and instructions. "Program is based on a large map drawn on school grounds. Space and upkeep could become an issue for some schools."

Specific Content on Human Communities

"Unusual use of a huge map to teach geography and social science." Little emphasis is placed on the study of human communities from an environmental perspective.



Built Environment Education Program

American Institute of Architects California Council 1303 J Street, Suite 200 Sacramento, CA 95814 (916) 448-9082



\$11.85. 1993. 121 pages.

The "Built Environment Education Program" (BEEP) offers training, resource material, and networking support for teachers interested in studying the relationship between built and natural environments. The focus of the program is a class project, organized into four phases: skills building, analysis and design, production, and community presentation.

REPORT CARD		
Overall Grade	В	
General Content	B +	
Presentation	В-	
Pedagogy	B +	
Teacher Usability	В	
Human Communities	C	

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.				
Foreign Language	_			

COMMENTS

General Content

Material helps the students become more aware of the total environment and its impact upon the individual. Program is flexible; could last one week or an entire semester. Addresses issues related to the built environment using explorations in design and space.

Pedagogy

Encourages creative thinking, although is narrowly focused. "Does not address the umbrella topics of environmental education." "Lots of hands-on projects."

Teacher Usability

Training is required to receive the curriculum materials. Involves an architect as a teaching partner in the classroom.

Specific Content on Human Communities

Building, planning, and structure are the main emphases of the program.



Ecological Citizenship Program

The Chicago Academy of Sciences 2001 North Clark Street Chicago, Illinois 60614 (312) 549-0606



1994. \$50.00 per grade level: contains a resource packet, posters, maps and 15 lessons.

The "Ecological Citizenship Program" is a sequential environmental education curriculum beginning at the kindergarten level. Activities at each grade level revolve around one theme: fourth grade - Natural Communities; fifth grade - Precious Water; and sixth grade - Acid Rain. Activities flow in sequence from an awareness level to participation in a plan of action. The draft edition was reviewed for the Human Communities Compendium.

REPORT CARD		
В-		
B-		
C+		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Strong emphasis on exploring the personal environment. A variety of activities support each topic, although more activities will be needed if students are to become active stewards.

Presentation

"A compilation of activities from other sources."

Pedagogy

The unit's objectives and outline is good, although the material is more appropriate for K-3 levels. "Some of the action plans do not relate directly to learning."

Specific Content on Human Communities Focuses on the local community only.



Comunity Corrections

The Oakland Museum 1000 Oak Street Oakland, California 94607 (510) 238-3818



\$10.04. 1992. 111 pages.

"Community Connections" is an interdisciplinary urban environmental education curriculum. Activities are designed to enable middle school students to explore aspects of themselves, their environment, and how they fit into their environment. Based on the premise that the most serious threat to the environment is the sense of unconnectedness, "Community Connections" strives to bring connectedness and a sense of purpose to the urban student.

REPORT CARD		
A-		
A-		
B +		
A-		
A-		
B +		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Urban ecology theme promoted throughout the curriculum. "The only weakness I can cite is that I wish there was more to evaluate. This is excellent material!" "Allows the urban student to connect the information to his or her own life."

Presentation

"Good organization with 'home learning' suggestions." "Well laid out."

Pedagogy

Interdisciplinary in nature. Cultural diversity is a strong component. "Outstanding format for 'action projects' for students."

Teacher Usability

Provides four-week teaching plan for interdisciplinary teams (science, social science, mathematics, and language arts). "Clear instructions for teachers."

Specific Content on Human Communities

Less emphasis on global issues relevant to human communities. "Excellent coverage of local community issues."



California CLASS Project

California Department of Education Bureau of Publications, Sales Unit P.O. Box 271 Sacramento, CA 95812 (916) 445-1260



\$28.00. 1990. 374 pages.

The "California CLASS (Classroom Learning Activities in Science and Social Science) Project" is an interdisciplinary program packaged as a binder of lesson plans, student worksheets, and overhead masters. Designed for use specifically in California, the activities revolve around the following themes: Energy Use, Hazardous Substances, Wildlife Habitat Management, Wetlands, Forest Watershed Management, and Environmental Issues.

B +
A-
B +
A -
A -
В

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Good, extensive activities for topics covered." "Thematic, interdisciplinary materials with a strong emphasis on cooperative learning; presents real life issues connected to the students." "Hands-on activities with opportunities for critical thinking."

Pedagogy

Clearly correlated to frameworks. Easy to integrate into other curricula. "Doesn't present a theme with a common thread throughout."

Teacher Usability

"Teacher - friendly; everything you need is in the notebook including worksheets and masters for transparencies."

Specific Content on Human Communities

"Briefly discusses population issues and distribution of resources." "Teachers could expand the existing curriculum to better address global issues, if so desired."



TrashConflicts

Educators for Social Responsibility 23 Garden Street Cambridge, Massachusetts 02138 (617) 492-1764



\$25.00. 1993. 245 pages.

"Trash Conflicts: A Science and Social Studies Curriculum on the Ethics of Disposal" is an interdisciplinary set of activities that explore values, environmental justice, and the use and disposal of resources. The scope of the trash disposal problem is revealed, as is the issue of environmental safety and social justice as related to trash disposal. The curriculum deals with waste as a component of the human community and also with societal and ethical aspects.

REPORT CARD		
B+		
A		
B +		
A-		
B +		
В		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Excellent, engaging waste-related activities (including its generation and disposal) and community politics." "Real-life connections to students' lives; a great variety of instructional strategies bring students from awareness to action." "Good supplement to existing materials."

Presentation

"Some illustrations are of poor quality." Layout is good.

Pedagogy

"Interdisciplinary, well written, and environmentally sound." "A considerable amount of student reading."

Teacher Usability

"Good lessons for specific topics."

Specific Content on Human CommunitiesMore a local than global view of the issue of

waste.



Environmental Science Activities Kit

Center for Applied Research in Education Prentice Hall Order Processing Department P.O. Box 11071 Des Moines, Iowa 50380-1071 (800) 288-4745



\$27.95. 1993. 332 pages.

The "Environmental Science Activities Kit" is a spiral bound resource book, offering lessons, laboratory activities, and worksheets, all suitable for reproduction. Each activity is accompanied by a summary, introduction, time frame, explanation of anticipated outcomes, procedure, discussion, answers to previous questions, extensions, and references. Units range from Land Use, Wildlife, and Water to the Atmosphere, Energy, and Human Issues.

REPORT CARD		
Overall Grade	B +	
General Content	B +	
Presentation	B +	
Pedagogy	B +	
Teacher Usability	B +	
Human Communities	B +	

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"An excellent collection of environmental science activities." "Covers a wide variety of issues ... enough material for years!" "Excellent breadth and depth of environmental issues."

Pedagogy

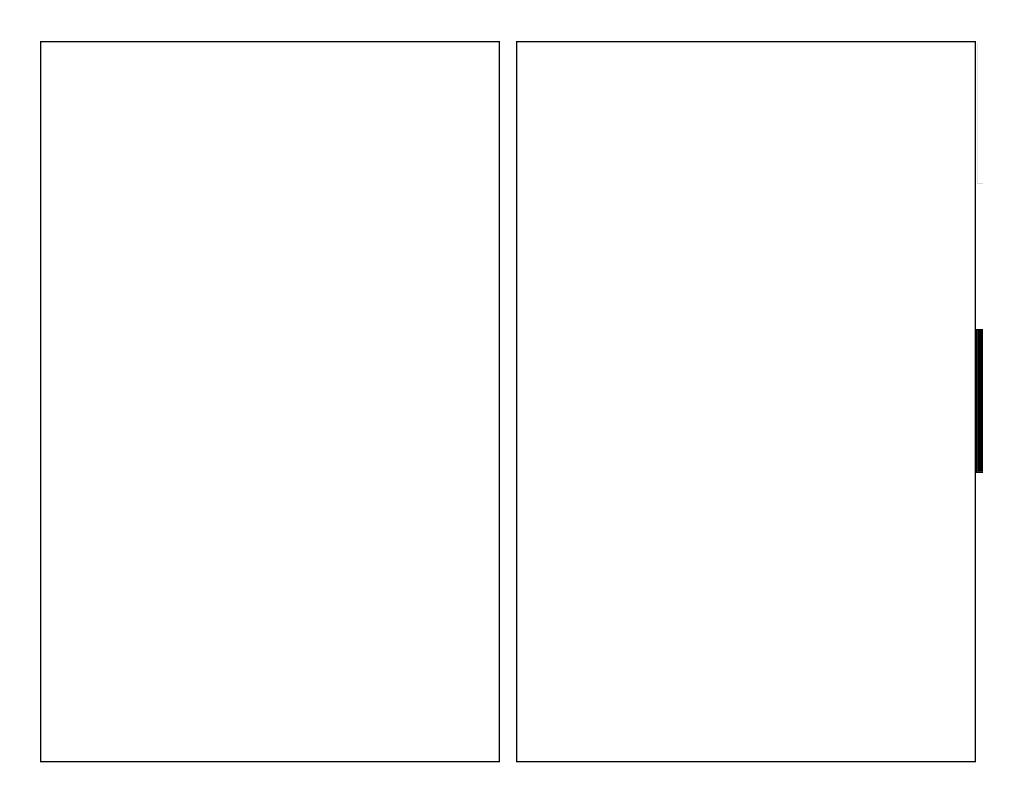
"Assessment tools need to be more clearly tied to objectives."

Teacher Usability

"Easily integrated into an established curriculum." "A good resource book for teachers looking for hands-on laboratory experiences." "Well thought out and easy to use." Includes a great deal of background information.

Specific Content on Human Communities

Provides an overview of the global implications of human behavior.



For Earth's Sake: Lessons in Population and the Environment

Zero Population Growth 1400 Sixteenth Street, N.W. Suite 320 Washington, D.C. 20036 (202) 332-2200



\$19.95. 1995. 17 activity modules.

A folder of reproducible student material, 17 activity modules, and a teacher's guide, "For Earth's Sake" is designed to teach middle school students the interconnectedness of people and the environment. Sample activities include "Driving to the Limit," "For the Common Good," and "Population Circle."

REPORT CARD		
B +		
A-		
B +		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Good approach to a sensitive issue."
"Strong connection between students' lives and the lessons; helpful and well thought out." "Since most activities can be accomplished in a few days, it is excellent supplemental material for environmental education."

Presentation

"Very well written and organized."

Pedagogy

"Some concepts may be beyond the 6-8th grade understanding." "Easy to integrate into existing curriculum." "Nothing for Limited English Proficiency students."

Teacher Usability

"My favorite curriculum yet!"

Specific Content on Human Communities

"Empowering program since it provides ideas for dealing with a monumental problem."



Growing Greener Cities and Environmental Education Guide

American Forests P.O. Box 2000 Washington, D.C. 20013 (800) 873-5323 or (202) 667-3300



\$7.95. 1992. 126 pages. <u>Growing Greener Cities.</u> \$12.50. 1992. 57 pages. "Growing Greener Cities, An Environmental Education Guide."

The tree-planting handbook <u>Growing Greener Cities</u> is accompanied by an environmental education guide which offers 13 activities revolving around the role trees and forests play in cities. The emphasis is upon urban communities and the planning and implementation of projects to make them more livable.

REPORT CARD				
B +				
В-				
B +				
B +				
B +				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"A good supplement focusing on trees, particularly in an urban environment." Balanced integration of life, earth, and physical science with real-life connections to students.

Presentation

"Book is clearly and engagingly written." Appealing layout; great illustrations.

Pedagogy

"Lists prerequisites for activities."

Teacher Usability

"Lacks concepts and objectives of activities." "Needs better description of how activities are evaluated."

Specific Content on Human Communities

"Activities are not as globally-oriented as the book that accompanies it."



LivingLightlyonthePlanet

Schlitz Audubon Center 1111 East Brown Deer Road Milwaukee, Wisconsin 53217 (414) 352-2880



\$22.00. Volume I, 1991. 121 pages.

"Living Lightly on the Planet" is a global, supplemental environmental education curriculum guide, the third in a four-volume series for grades K - 12. Activities focus on developing students' awareness of their own interdependence with the earth's systems and on the relevance of global environmental problems to their individual lives. Units include: Food for Thought, Limits to Growth, and Small Is Beautiful.

REPORT CARD				
Overall Grade	B+			
General Content	A -			
Presentation	B +			
Pedagogy	B +			
Teacher Usability	B +			
Human Communities	B +			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"This is an outstanding curriculum for use in an interdisciplinary team approach to teaching the middle school student." Excellent "Taking Action" section; covers a variety of environmentally sensitive topics. "Makes real-life connections with students' lives."

Presentation

"Worksheets have eye-catching graphics."

Pedagogy

A variety of instructional strategies are used in this interdisciplinary curriculum.

Teacher Usability

"Very teacher-friendly." "Simple and to the point." "Teacher information clear and concise."

Specific Content on Human Communities

"Excellent tool for developing a student's environmental ethic toward the community."

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EdVentures in Population Education

Zero Population Growth 1400 Sixteenth Street, N.W. Suite 320 Washington, D.C. 20036 (202) 332-2200



\$19.95. 1984. 16 activity modules.

The 16 separate classroom activities in the "EdVentures in Population Education" folder are designed to introduce basic population concepts through simulations, games, and other group activities. The folder also contains background information, data sheets, and a poster. Activities include "Food for Thought," "The Stork and the Grim Reaper," and "How To Spend \$5 Million."

REPORT CARD			
Overall Grade	B+		
General Content	B +		
Presentation	В		
Pedagogy	B +		
Teacher Usability	В		
Human Communities	В		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Good, comprehensive treatment of sensitive issues without imposing values." Serves primarily as supplemental material. "Active, engaging materials."

Presentation

Well organized and well written with an eyepleasing design.

Pedagogy

"A thematic design." "Problem-solving skills are not addressed enough."

Teacher Usability

"Teacher-friendly." Some material are available in Spanish.

Specific Content on Human Communities

Centered on the global impact of human population growth.



Global Issues in the Intermediate Classroom

The Center for Teaching International Relations University of Denver 2199 South University Boulevard Denver, Colorado 80208 (303) 871-2164



\$15.95. 1989. 178 pages.

"Global Issues in the Intermediate Classroom" presents a broad collection of activities that introduce basic global and international topics. Activities are organized into five sections: Introducing the Concept of Global Awareness, Studying Human Values, Studying Global Systems, Studying Global Issues, and Studying Global History.

REPORT CARD				
В				
B +				
В				
B +				
В				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Engaging activities detail the relationships between human and natural communities." Addresses critical environmental concerns including HIV, endangered species, and even the Nobel Peace Prize. "A strong emphasis on the interdependence of systems."

Presentation

"Needs more illustrations and a creative layout."

Pedagogy

Thematic focus to group lessons; main concepts are well articulated.

Teacher Usability

"Presents opportunities to use other languages, i.e. 'The Family Tree of Language.'" "A good multicultural emphasis."

Specific Content on Human Communities

"Almost every exercise connects a student's life to the global society." Includes social, environmental, and political perspectives.



World Forests: Striking a Balance Between Conservation and Development

American Forests P.O. Box 2000 Washington, D.C. 20013 (800) 873-5323 or (202) 667-3300



\$10.00. 1993. 81 pages.

Using tropical forests as a focal point, "World Forests" offers activities which address the issues of conservation, sustainable development, and citizenship. An overview of tropical forests and sustainable development is followed by a set of lessons and activities, concluding with a list of additional resources and references.

REPORT CARD				
В				
B +				
В				
В				
В				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.				
Foreign Language				

COMMENTS

General Content

"Interdisciplinary content; materials are very sensitive to social, economic and cultural diversity issues." Subject matter focuses specifically on forests and global sustainability, as noted in the title. "Serves as a supplement to existing curricula."

Presentation

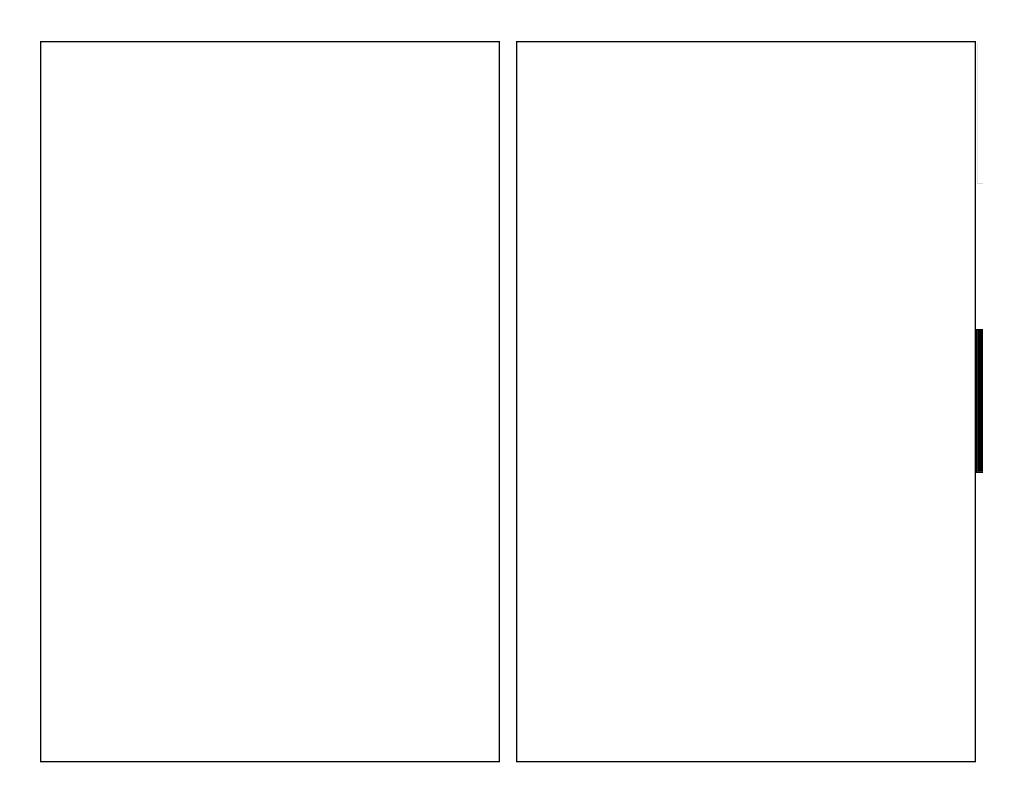
"Nice layout."

Pedagogy

Lists prerequisite knowledge. "Strong in pedagogy - active learning." "Considerable student reading." "Objectives need to be clarified and better correlated to activities."

Specific Content on Human Communities

"Discusses the global importance of tropical forests" and the complex issues surrounding their use. "Excellent connection between indigenous people and deforestation."



Hands-On Environmental Science Activities

Alpha Publishing Company, Inc. 1910 Hidden Point Road Annapolis, Maryland 21401 (800) 842-6696



\$45.00. 1991. 260 pages.

"Hands-On Environmental Science Activities" provides enrichment activities for a science curriculum. Most activities are laboratory-based with an attempt to provide concrete connections to world issues. Chapters include Ecology, Energy, Conservation and the Earth's Resources, Human and Animal Populations, Pollution, Making a Difference, Politics and Economics, and Games for Concerned Citizens.

REPORT CARD				
В				
B +				
В				
B +				
В				
В-				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Clearly addresses environmental education through a hands-on approach." "Not a curriculum, but rather a laboratory resource manual."

Pedagogy

Includes science process skills matrix.

"Promotes active and cooperative learning."

"Does not reference interdisciplinary elements or class time needed."

Teacher Usability

"A very useful tool in an environmental lab setting."

Specific Content on Human Communities

Covers contemporary issues. "Does not discuss the cultural or environmental impact of human population growth. Leaves it as a problem without providing opportunities for investigation or student action."



Teaching About Food and Hunger

The Center for Teaching International Relations University of Denver 2199 South University Boulevard Denver, Colorado 80208 (303) 871-2164



\$24.95. 1989. 119 pages.

"Teaching About Food and Hunger" is a supplemental curriculum designed to provide students with a sense of responsibility toward their own health and the health of their present and future world. Activities illustrate the concept of global interdependence, conflict, and power and include such titles as "Why is There Hunger?," "Comparing 'Us' and 'Them'," and "Food Aid: When and How Much?."

REPORT CARD				
В				
В-				
В				
B +				
В				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematic				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"A good range of activities and an in-depth look at food and hunger." "Stresses values, critical thinking, and decision making skills." Serves as supplemental material and is intentionally specific to the topic; therefore, it does provide breadth of subject matter.

Presentation

"Lack of illustrations and poor type quality diminish the appeal of the curriculum.

Pedagogy

Built on an awareness to knowledge to action model. "Involves a great deal of student reading. While suggested to be for grades 6 - 12, may be better suited to the upper end of this scale." "Instructional strategies could be more varied."

Specific Content on Human Communities

Addresses the global issue of hunger, but not connected enough to the environment.



Toward Tanorrow

Scholastic, Inc. 2931 East McCarty Street Jefferson City, MO 65102 (800) 325-6149



\$12.95. 1989. 239 pages.

"Toward Tomorrow" uses activities to explore personal goals, values, the environment, technology, and global peace among intermediate level students. Divided into eight chapters, the guide contains instructional materials, reproducible activities, and additional resources.

REPORT CARD			
В			
B +			
В			
В			
В			
В			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"An environmental workbook." "Activities encourage students to think about the future: life styles, technology, environment." "Empowers middle school students since it implies the future is in their control."

Presentation

"Great use of graphic organizers to help students in their thinking process."

Pedagogy

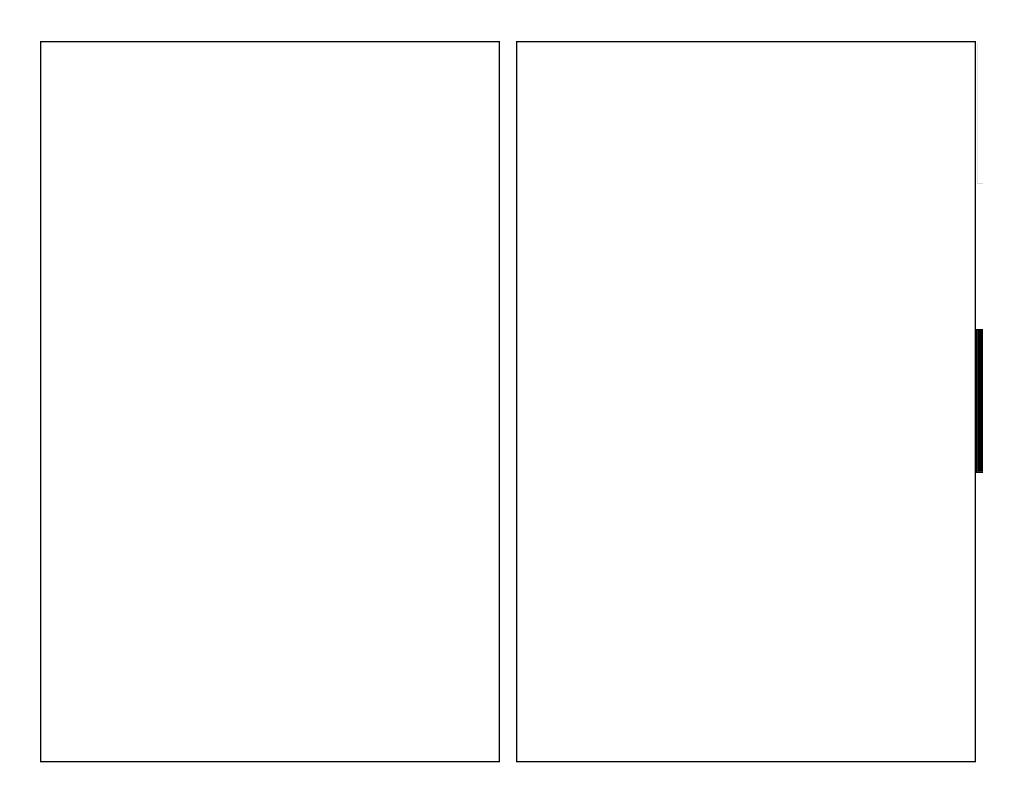
"Promotes critical thinking and applications to real life, as well as science process skills." Lacks hands-on activities.

Teacher Usability

"Little teacher guidance in the form of objectives and background information."

Specific Content on Human Communities

"A strong focus on cross-generational responsibility by linking today's actions with future consequences."



Investigating and Evaluating Environmental Issues and Actions

Stipes Publishing Company P.O. Box 526 Champaign, Illinois 61824 (217) 356-8391



\$18.80 per teacher edition; \$ 9.80 per development module.

A Science-Technology-Society Case Study: Municipal Solid Waste. 1989. 130 pages. Investigating and Evaluating Environmental Issues and Actions: Skill Development Modules. 1990. 188 pages (student guide), 108 pages teacher's edition. Investigating and Evaluating Environmental Issues and Actions: Skill Development Modules. 1992. 170 pages (student guide), 70 pages teacher's edition.

"Investigating and Evaluating Environmental Issues and Actions" and the accompanying modules are designed specifically to help middle and secondary level students become investigators of issues and to teach them the basics of citizenship action strategies.

REPORT CARD			
Overall Grade	В		
General Content	B +		
Presentation	В		
Pedagogy	B+		
Teacher Usability	В-		
Human Communities	В		

DISCIPLINE EMPHASIS	0	1	2	3	
Science					
History/Social Science					
Health					
Mathematics					
Fine/Performing Arts	_				
Language Arts					
Industrial/Vocational Ed.	_				
Foreign Language	_				

COMMENTS

General Content

"Content is great." "Encourages independent research." "In-depth look at environmental problem-solving and decision-making with some concrete examples."

Presentation

"Presentation is dry." "Very theoretical. Students come to conclusions after rigorous steps; thus this is of little appeal to middle school students."

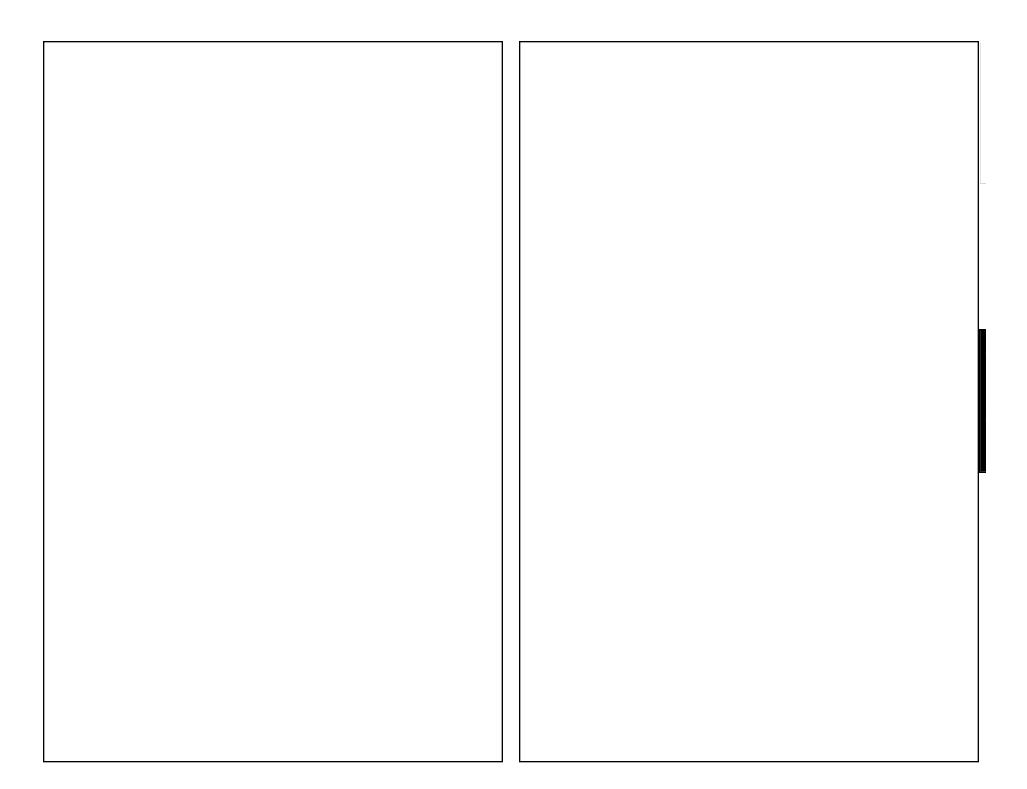
Pedagogy

"Students are engaged in active learning, constructing knowledge through research, discussion and application." "Critical thinking and evaluation is required of all students." "Does not promote cooperative learning." "Old school' evaluations - worksheet after worksheet."

Teacher Usability

"Background information is excellent." Uses Science-Technology-Society (STS) model to teach environmental education with a wellreasoned plan of attack.

Specific Content on Human CommunitiesAnalyzes environmental problems of society.



Energy, Economics and the Environment

Office of School Assistance Indiana Department of Education Room 229, State House Indianapolis, Indiana 46204 (317) 232-9141



\$6.00. 1993. 119 pages.

"Energy, Economics, and the Environment" focuses on the interrelatedness of these three areas of study. Four case studies and teaching activities are designed for students to analyze these issues using a decision-making model with the goal of solving an environmental problem such as waste in the school cafeteria.

REPORT CARD				
В				
B +				
В				
В				
В-				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.				
Foreign Language	_			

COMMENTS

General Content

Primarily an introduction to environmental economics; curriculum offers clearly written overviews. "Strong emphasis in developing skills in problem-solving and decision-making." Discussion questions and "Investigating Your Own Community" section are strong features.

Presentation

"Presentation of material is lacking" as is table of contents. "Sections are clear, concise, and informative." "Decisionmaking grid is complex."

Pedagogy

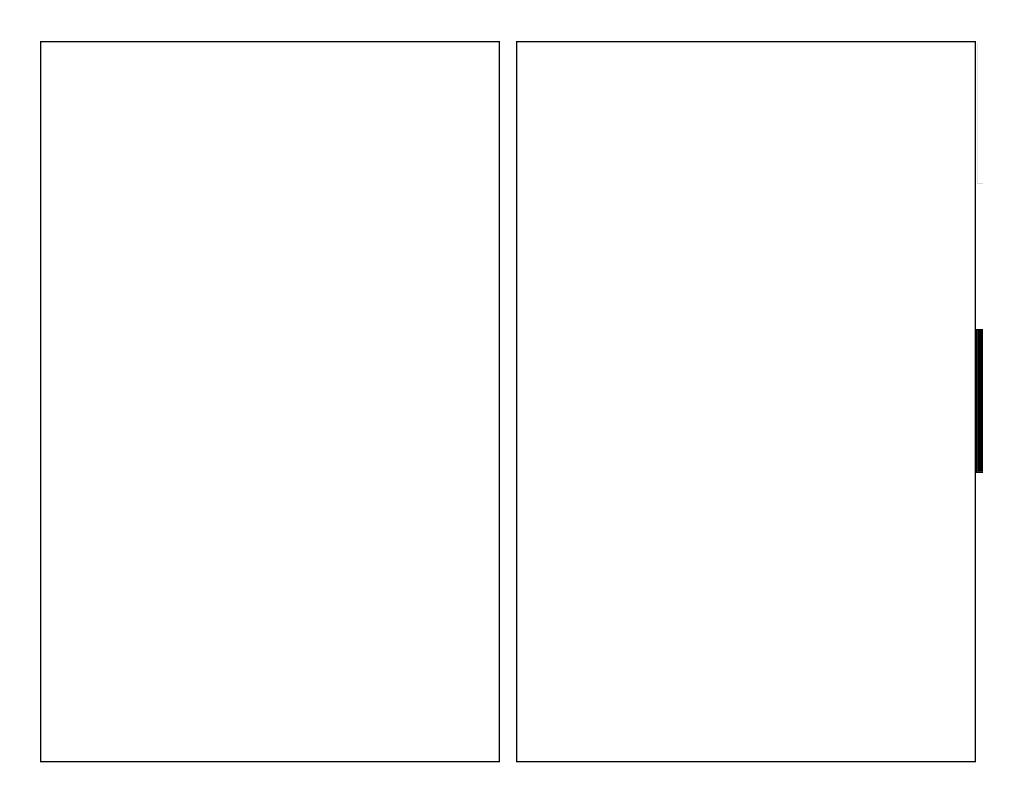
"Students are engaged in active, 'minds-on' learning."

Teacher Usability

"Instructions and use of supporting lessons are not clear."

Specific Content on Human Communities

"Over simplified language describes human impact on the environment; does not stress sustainability on the local or global scale enough." "Doesn't question the consumptive society as it relates to the long-term health of the environment and economy."



Explorations at the Los Angeles Zoo: Endangered Species

Education Department Los Angeles Zoo 5333 Zoo Drive Los Angeles, California 90027 (213) 666-4650



\$12.00. Revised 1994. 42 pages.

Because it directly focuses on the environmental impact of land use, "Explorations at the Los Angeles Zoo: Endangered Species" is included in this compendium. Activities view land use from a local, urban perspective, using comparative photographs (circa 1919 versus the present) of Los Angeles as a springboard for discussion. Eleven activities are supported with objectives, discussion questions, and extensions.

REPORT CARD				
В				
В				
В				
В				
В				
C+				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics	_			
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Activity cards enclosed in a folder focus on the environmental impact of urbanization, particularly on endangered species. "Could be easily integrated into established curricula." "Some good activities, especially the photo comparisons and role-playing."

Presentation

"Attractive materials can stand alone or be combined with other curricula."

Pedagogy

"Uses a thematic, hands-on approach in which students are actively involved."

Teacher Usability

"Easy to use; requires no special materials."

Specific Content on Human Communities

Limited to the study of effects of development on a local Southern California region, but could be adapted to other areas.



A Changing American Cityscape

Dale Seymour Publications P.O. Box 10888 Palo Alto, California 94303 (415) 688-0881



\$36.95. 1993. Seven posters and teacher's guide. 32 pages.

Seven four-color 11" x 33" posters depict a fictitious American city as it evolved from 1875 to 1990. These posters serve as the springboard for discussion on such influences as suburban development, the introduction of the automobile, and the "malling" of Main Street. Accompanying teacher's guide provides activities that integrate social science, art, and other disciplines.

REPORT CARD				
В-				
В				
В-				
В-				
C+				
В-				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics	_			
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Colorful posters chronicle the changes in the fictitious town of New Providence over 82 years. "Could apply anywhere." Accompanied by a collection of activities and discussion topics a creative teacher could use. Materials are relevant to the real world; provide a graphic example of "cross-generational responsibility."

Presentation

Beautiful, four-color posters. "Attractive and inviting." "Simple, well done vignettes, although lacking instructional strategies."

Pedagogy

"Lacks assessment tool and background information." "Does not stand alone as a curriculum, but is an excellent supplement." "Provides a great springboard for developing an interdisciplinary unit for middle students."

Teacher Usability

"Background section on general societal, political and environmental trends would be helpful."

Specific Content on Human Communities

Very relevant on a local level since it depicts the community over time and reflects trends.



WaterWorks: An Introduction to Sustainable Development

The International Coalition for Land and Water Stewardship in the Red River Basin c/o McIntyre Media Limited 30 Kelfield Street Rexdale, Ontario, Canada M9W 5A2 (416) 245-7800



\$100. 1992. video, teacher's guide (27 pages), lesson guide (27 pages).

"WaterWorks: An Introduction to Sustainable Development" merges science and social science to introduce the concept of sustainability using water as the focus. The 30-minute video, teacher's guide, and lesson plans focus on the following themes: Spaceship Earth, The Importance of Water, The Water Cycle, Human Objectives, and Major Water Pollutants.

REPORT CARD				
Overall Grade	В-			
General Content	В			
Presentation	В			
Pedagogy	В			
Teacher Usability	В-			
Human Communities	C+			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics	_			
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Supplemental tool with a limited number of activities." "Meaningful material with a strong emphasis on sustainable development." "Highly regionalized (i.e. a study of lakes would be difficult in Southern California)."

Presentation

Video is fair.

Pedagogy

"A thematic approach based on a knowledge to action model."

Specific Content on Human Communities

"Very human-centered with little connection to impact on the natural environment."



EarthMatters: Studies for our Global Future

Zero Population Growth 1400 Sixteenth Street, N.W. Suite 320 Washington, D.C. 20036 (202) 332-2200



\$19.95. 1991. 177 pages.

"Earth Matters: Studies for our Global Future" is an interdisciplinary secondary level teaching resource that merges environmental, social, and economic issues. Through 32 activities and 12 student readings, students understand how overpopulation contributes to climate change, pollution, energy consumption, hunger, garbage, species extinction, deforestation, and poverty.

REPORT CARD				
A				
A				
A-				
A				
A-				
A-				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"An excellent resource guide!" "This book seems to stand alone and is one I would use extensively." "Relevant reading materials accompany diverse activities."

Pedagogy

"A wide variety of student-centered activities."

Teacher Usability

"Very easy to use and very complete in the topics covered." "Presents excellent lessons with good variety." "Does not provide suggestions on how to integrate this into existing curricula."

Specific Content on Human Communities

Expands on a number of issues beyond human population trends. "Topics encompass the totality of human communities."



Exploding the Hunger Myths

Institute for Food and Development Policy 145 Ninth Street San Francisco, California 94103 (800) 888-3314



\$18.00. 1987. 173 pages.

"Exploding the Hunger Myths" enables secondary level students to assess the underlying causes of hunger, misconceptions regarding hunger, and the global issues surrounding hunger. Twenty-five activities and associated handouts help enhance the students' world view and motivate them to implement change inside and outside the classroom.

REPORT CARD)
Overall Grade	A-
General Content	A
Presentation	B+
Pedagogy	A -
Teacher Usability	A -
Human Communities	A-

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Comprehensive treatment of the issue with a diverse set of activities." "Immediately calls students to action on all the topics covered!"

Presentation

"Engaging layout." "It has a comic book look (with lesson-dense material therein)!"

Pedagogy

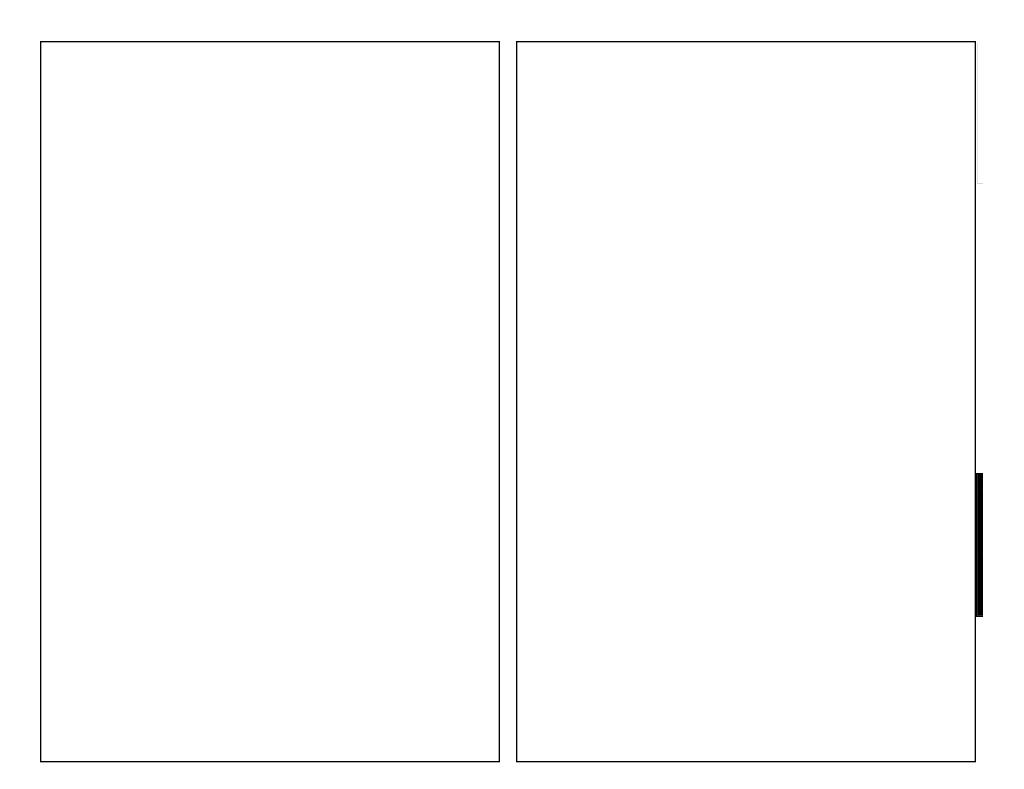
"Great activities would immediately get a class thinking." "Interdisciplinary approach."

Teacher Usability

"In depth coverage." "Lessons are well designed with objectives, materials, time, evaluation, vocabulary, procedure, background information, references, action ideas, extensions, interactions, etc."

Specific Content on Human Communities

Focuses on food and hunger and its implications including environmental problems. "Finally a curriculum which fits human communities!"



Environmental Science Activities Kit

Center for Applied Research in Education Prentice Hall Order Processing Department P.O. Box 11071 Des Moines, Iowa 50380-1071 (800) 288-4745



\$27.95. 1993. 332 pages.

The "Environmental Science Activities Kit" is a spiral bound resource book, offering lessons, laboratory activities, and worksheets, all suitable for reproduction. Each activity is accompanied by a summary, introduction, time frame, explanation of anticipated outcomes, procedure, discussion, answers to previous questions, extensions, and references. Units range from Land Use, Wildlife, and Water to the Atmosphere, Energy, and Human Issues.

REPORT CARD				
A-				
A-				
B +				
A				
B +				
B +				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Excellent hands-on activities that bring environmental conceptual theory into reality." "Great breadth of material."

Presentation

"Highly organized and complete."

Pedagogy

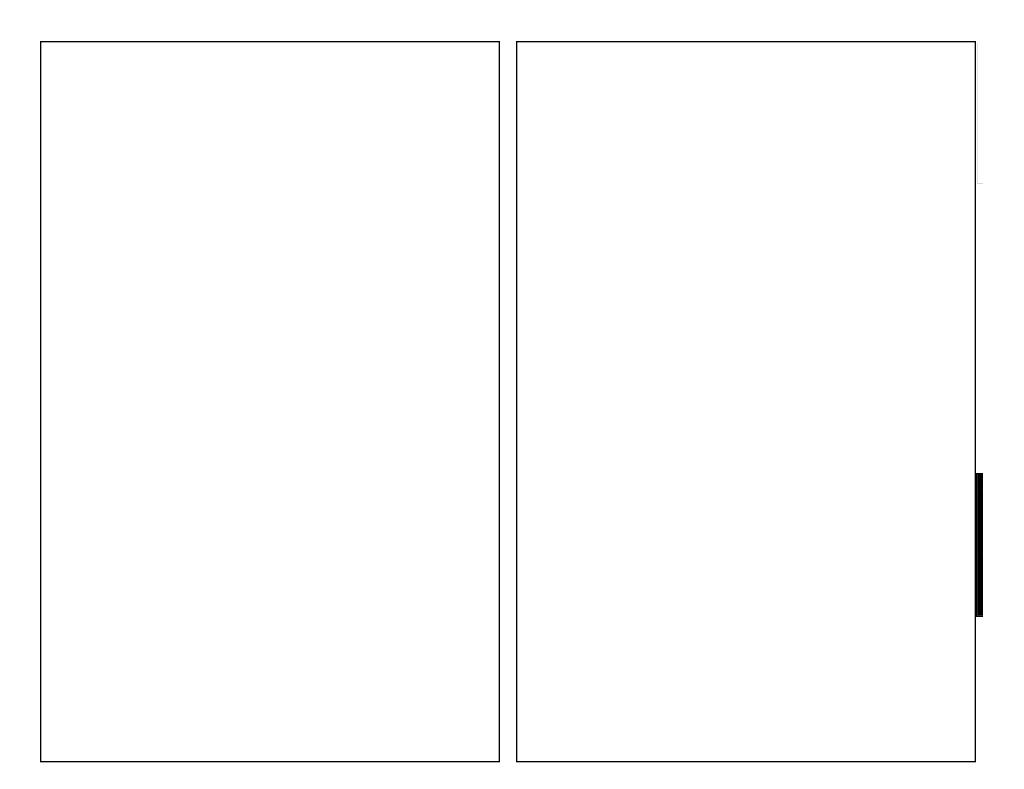
Diverse, laboratory-based activities.

Teacher Usability

"Very teacher-friendly." "Results of labs, extensions, and modifications are included with each activity."

Specific Content on Human Communities

"Does not focus on the human community and sustainability per se, although the consequences of doing the lessons leads one to such discussion and awareness."



Corrections: Linking Population and the Environment

Population Reference Bureau Circulation Department P.O. Box 96152 Washington, D.C. 20090 (800) 877-9881



\$13.00. 1991. 80 pages. teacher's guide, student guide, environment data sheet, world data sheet.

\$30.00. 1991. 96 pages. student resource book (set of ten).

Featuring a teacher's guide, student resource book, and world population/environment data sheets, "Connections: Linking Population and the Environment" blends articles on population and the environment with 27 lessons to complement them. Activities focus on world issues of Africa, Asia, and Latin America; worksheets and resource lists are also provided.

REPORT CARD			
Overall Grade	A-		
General Content	A-		
Presentation	В+		
Pedagogy	В+		
Teacher Usability	В+		
Human Communities	A-		

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Current and clear." "Focus is primarily on human population trends ... would like more reference to the environment." "Activities provide for increased understanding of concepts usually difficult to visualize."

Presentation

"Excellent data charts!" "Spiral softbound book lends itself well to easy photocopying of student pages." "Needs more graphics."

Pedagogy

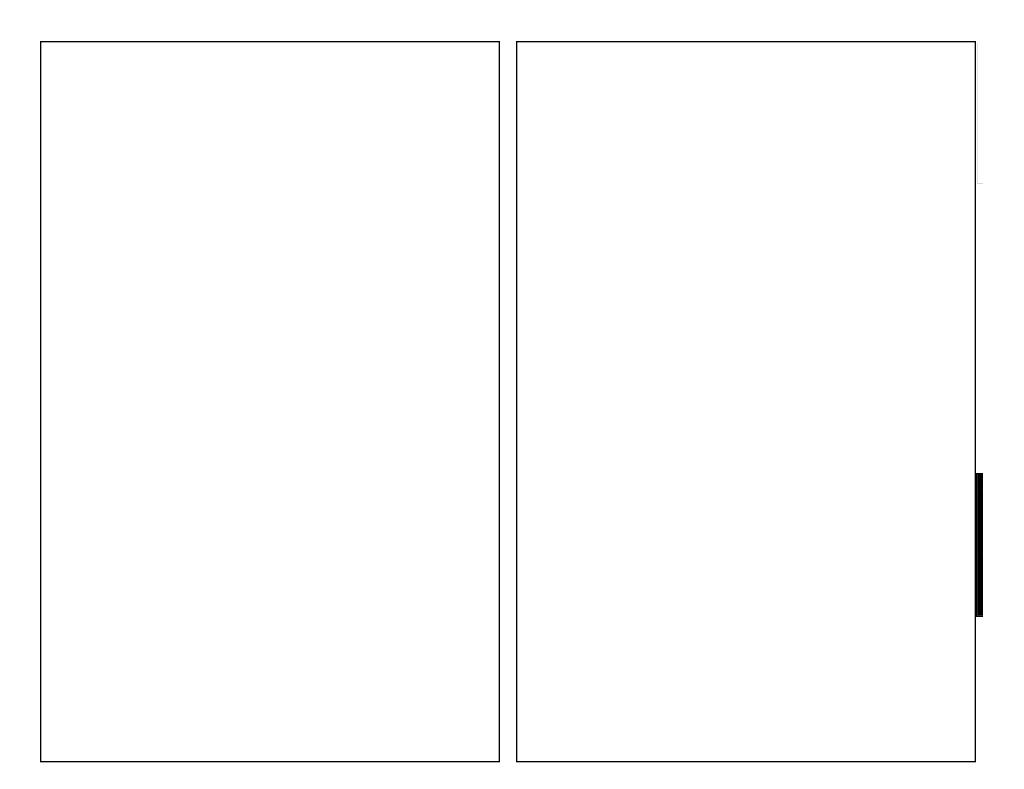
"Excellent conceptual matrix." "I liked this approach although the specified grade levels for the activities jumped around (i.e. grades 7 - 10, then 9 - 12) requiring modification of lessons." "Good discussion themes for social science classes."

Teacher Usability

"Easy to read with obvious references to new terms and vocabulary within context of the text."

Specific Content on Human Communities

Concise and globally oriented toward human community topics. "Looks at the earth's environmental and global human community."



BSCS/Investigating the Human Environment: Land Use

Kendall/Hunt Publishing Company 4050 Westmark Drive Dubuque, Iowa 52002 (800) 258-5622



\$ 9.90. 1984. 106 pages. student book. \$19.90. 1984. 59 pages. teacher's guide plus appendices.

"Biological Sciences Curriculum Studies (BSCS)/ Investigating the Human Environment: Land Use" is designed as a seven-week program during which students identify and analyze land use patterns (physical, social, economic, legal, and environmental factors) and analyze issues which arise from land use. Independent investigation is also stressed.

REPORT CARD				
B +				
A-				
В				
В+				
В				
B +				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts	_			
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Provides diverse information and good decision-making ideas. "Seems outdated (1984 publication)." "Good for geography: land use, social issues." "Nice historical case studies."

Presentation

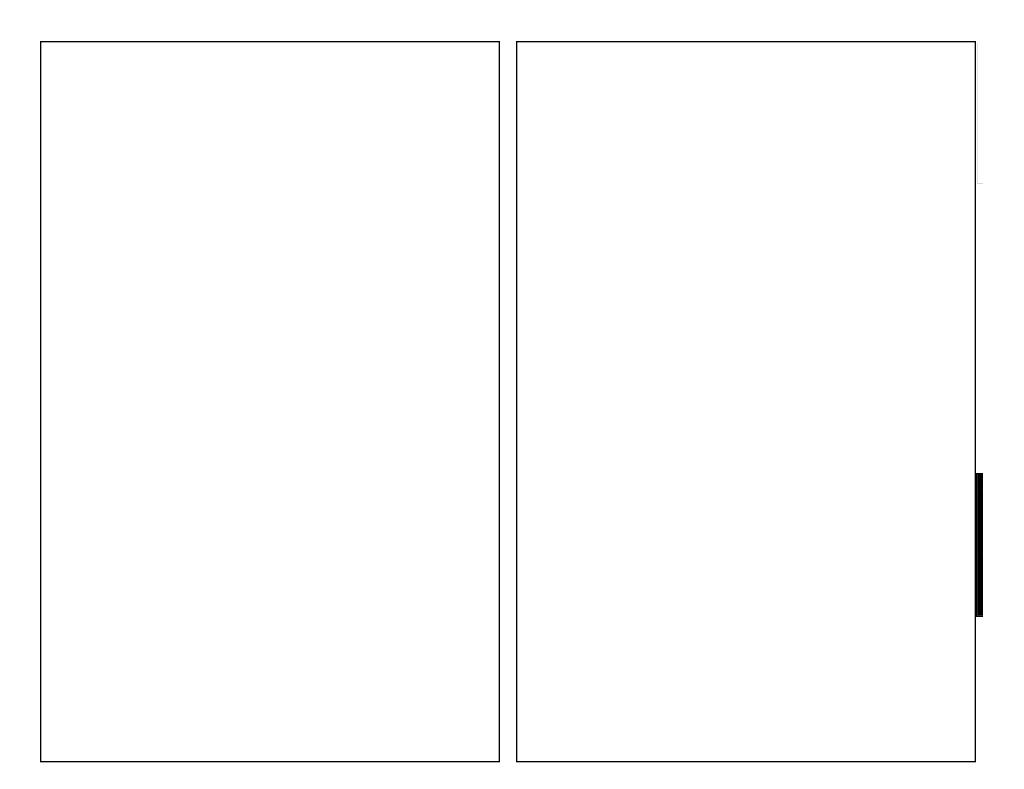
Not well presented.

Pedagogy

Provides good group activities; "highly student-centered." Teacher serves as facilitator, "Difficult for students to follow."

Specific Content on Human Communities

Good study of the issue of land use as a local and global concern.



The Global Ecology Handbook

Global Tomorrow Coalition 1325 G Street, N.W. Suite 915 Washington, D.C. 20005 (202) 628-4016



\$15.00. 1990. 414 pages. <u>The Global Ecology Handbook.</u> \$15.00 1991. 160 pages. study guide.

The study guide to <u>The Global Ecology Handbook</u> supplements the Handbook by providing outlines, overviews, recommended readings, suggested topics for classroom discussion, and student projects. The activities cover basic principles of ecology, as well as goals and strategies to achieve sustainable development.

REPORT CARD				
B+				
B +				
B +				
B +				
В				
B+				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Content illustrates a major thread ... covers a lot of material on various topics at regional, national and global levels." "Strong emphasis on politics and development." "Exceptionally thorough coverage of topics."

Presentation

Too dry... not enough pictures and activities for kids."

Pedagogy

"Needs to be written more as a curriculum."

Teacher Usability

"Study guide is a study guide, not a true curriculum." "Good discussion questions and suggested projects."

Specific Content on Human Communities

Excellent resource ("an encyclopedic font of information") on human environmental impact.

Draft of work in progress, to be revised.



Hands-On Environmental Science Activities

Alpha Publishing Company, Inc. 1910 Hidden Point Road Annapolis, Maryland 21401 (800) 842-6696



\$45.00. 1991. 260 pages.

"Hands-On Environmental Science Activities" provides enrichment activities for a science curriculum. Most activities are laboratory-based with an attempt to provide concrete connections to world issues. Chapters include Ecology, Energy, Conservation and the Earth's Resources, Human and Animal Populations, Pollution, Making a Difference, Politics and Economics, and Games for Concerned Citizens.

REPORT CARD				
B +				
B +				
В				
B +				
В				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts	_			
Industrial/Vocational Ed.	_			
Foreign Language	_			
<u> </u>				

COMMENTS

General Content

"Lots of basic ecological principles with good activities and reproducible material."

Presentation

"Well organized."

Pedagogy

Somewhat simplistic. "Many studies appropriate for lower level students." "Hands-on activities." "Lacks applications ... suggestions for students' lives."

Teacher Usability

Expensive for a softcover activity guide.

Specific Content on Human Communities

Some application to human communities in terms of environmental impact.



Development Is ... and Here to Stay, Part Two

Canada Desk CUSO 135 Rideau Street Ottawa, Ontario Canada K1N 9K7 (613) 241-1264



\$15.00. 1987. 4 packets. "Development Is..." \$10.00. 1990. 63 pages. "Here to Stay, Part Two."

"Development Is..." presents four, two-hour experiences designed to expand knowledge and awareness of development issues. "Here to Stay, Part Two" is an education resource providing background information to facilitate "Development Is..." Both documents are founded on the premise that development and the global economy are the most important causes of environmental degradation.

Overall Grade B+ General Content B+ Presentation B Pedagogy B+ Teacher Usability B Human Communities B

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics	_			
Fine/Performing Arts	_			
Language Arts	_			
Industrial/Vocational Ed.				
Foreign Language	_			

COMMENTS

General Content

"Deals with the development issue in a unique way." "Focuses primarily on economics." "Follow-up reading experiences are highly motivating."

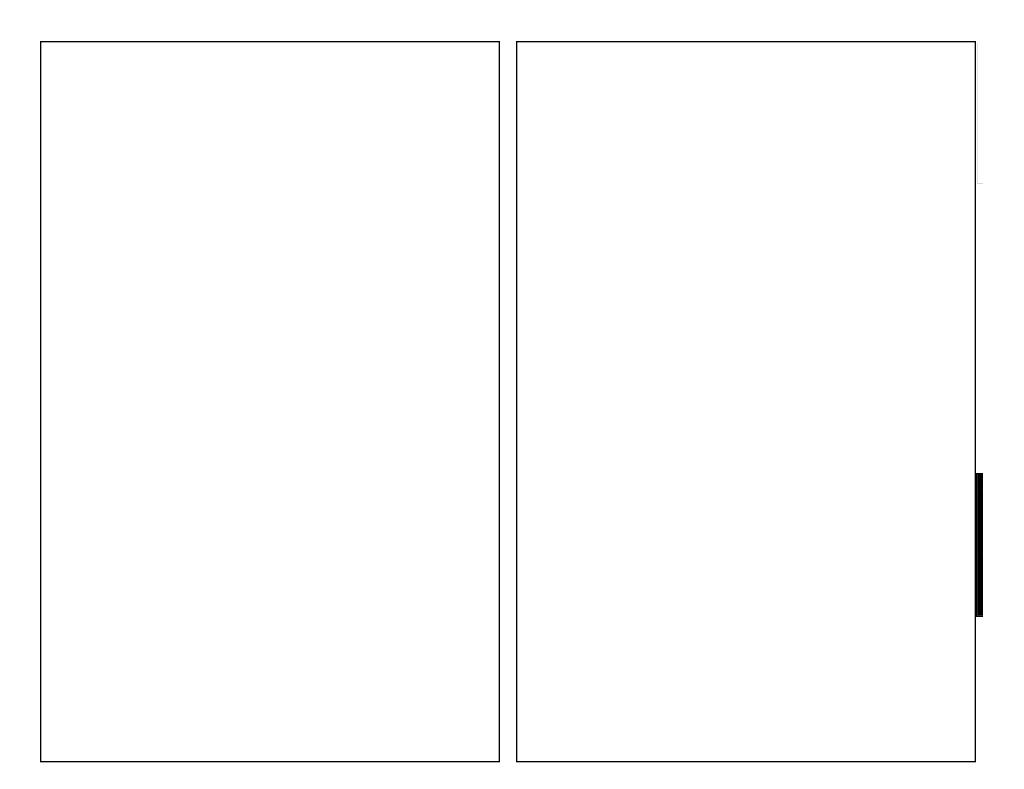
Pedagogy

"Lots of cooperative learning experiences; could be powerful."

Teacher Usability

"Easily used with college level students; probably sophisticated for most 9 - 12 graders." Some materials available in French. Requires large blocks of time (hours) and, therefore, may not be conducive to school scheduling. "Difficulty in seeing how to integrate the science-economics-social science approach into traditional curricula."

Specific Content on Human Communities Intended as a global look at economics and development.



Exploring the Third World: Development in Africa, Asia and Latin America

American Forum for Global Education/ National Clearinghouse on Development and Environmental Education 45 John Street Suite 908 New York, New York 10038 (212) 732-8606



\$20.00 for the classroom set. 1987. 27 pages teaching guide. 43 pages student booklet. \$10.00 for an additional 10 student booklets.

"Exploring the Third World" focuses on the issues of development, the interdependence of the U.S. with developing nations, and the responsibilities of U.S. citizenship in a global age. Questionnaires, discussion questions, and case studies provide a forum for student discussion. Set includes a teaching guide, full color wall map, wall chart, and ten student booklets.

REPORT CARD				
Overall Grade	B +			
General Content	B +			
Presentation	В			
Pedagogy	В			
Teacher Usability	В			
Human Communities	B +			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics	_			
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Explains the problems of developing nations as they relate to the developed world." "Places a high value in teaching socially relevant material."

Pedagogy

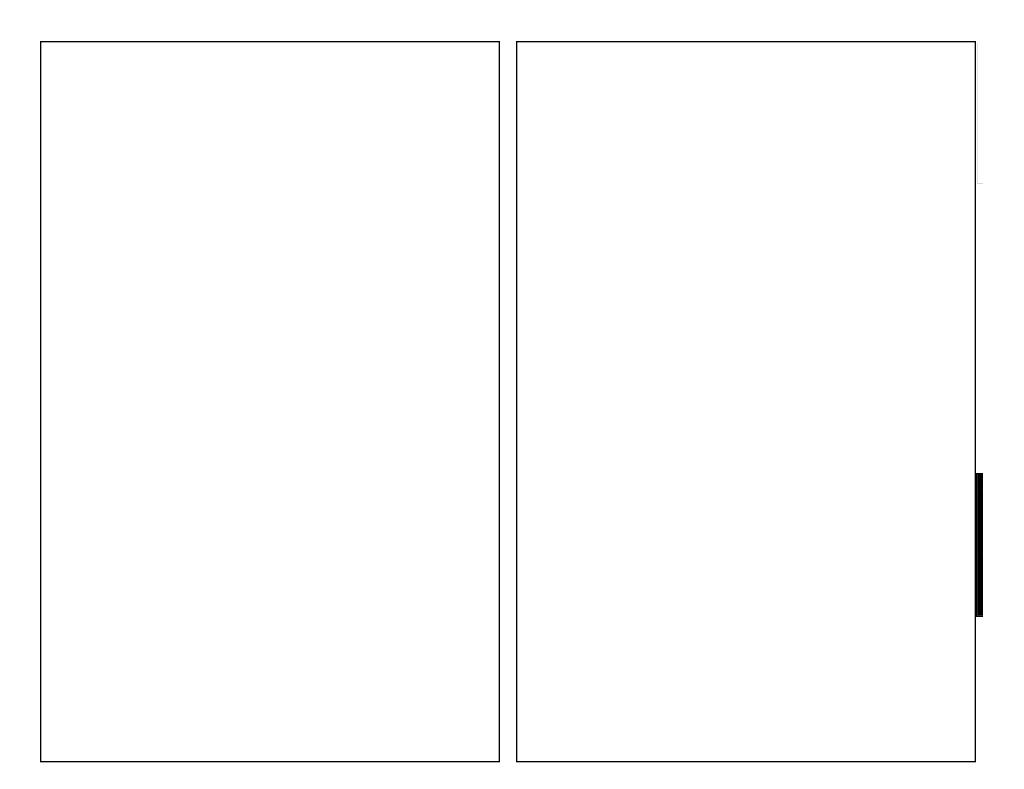
May be difficult to integrate into existing curricula. Very traditional approach with little interdisciplinary application.

Teacher Usability

Good supplemental material.

Specific Content on Human Communities

"Views the environment globally." "Emphasizes population and poverty issues without much explanation of environmental cause and effect."



Living Lightly on the Planet

Schlitz Audubon Center 1111 East Brown Deer Road Milwaukee, Wisconsin 53217 (414) 352-2880



\$19.00. Volume II, 1991. 20 pages.

"Living Lightly on the Planet" is a supplemental, global environmental education curriculum guide, the fourth in a four-volume series for grades k - 12. Activities focus on developing students' awareness of their own interdependence with the earth's systems and on the relevance of global environmental problems to their individual lives. Units include: Carrying Capacity: Finding a Balance, Twentieth Century Pandora's Box, What is Appropriate Technology?, and Urban Renaissance.

REPORT CARD				
B+				
B +				
В				
B +				
В				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Good lessons on six different areas." "This curriculum tries to cover a lot of topics and loses cohesiveness in the process." "Some good and useful data provided." "Well-researched regarding teacher resource information."

Pedagogy

"Interdisciplinary and creative." "Included a great variety of student-centered activities."

Teacher Usability

"Very usable for the non-environmental educator." "Lots of teacher background materials with each lesson."

Specific Content on Human Communities

Covers a variety of topics relevant to human communities with primarily a global emphasis.

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Sustainable Economics

The Center for Economic Conversion 222 View Street Suite C Mountain View, CA 94041 (415) 968-8798



\$25.00. 1993. 80 pages.

"Sustainable Economics" is a supplemental curriculum for secondary level economics courses. By expanding the definition of economics to include ecology and ethics, the material challenges students to look critically at the present economic system and analyze alternatives; seven lesson plans and 15 activities are included.

REPORT CARD		
Overall Grade	B +	
General Content	B+	
Presentation	В	
Pedagogy	B+	
Teacher Usability	В	
Human Communities	В	

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"A much needed and fresh look at the importance of environmental ethics." "Some good lessons that could be pulled out and used in a traditional social studies class." "A large connection between economics and science as it relates to sustainability."

Pedagogy

Provides suggestions for activities, timelines, objectives, vocabulary, and evaluation.

Teacher Usability

"Narrow in scope." "Neat activities." Has a distinct point of view.

Specific Content on Human Communities

Does not directly tie into the natural environment, but does deal with issue of sustainability. "Combines economics with individual action as it relates to the environment."



Energy, Economics and the Environment

Office of School Assistance Indiana Department of Education Room 229, State House Indianapolis, Indiana 46204 (317) 232-9141



\$6.00. 1993. 119 pages.

"Energy, Economics, and the Environment" focuses on the interrelatedness of these three areas of study. Four case studies and teaching activities are designed for students to analyze these issues using a decision-making model with the goal of solving an environmental problem such as waste in the school cafeteria. This program was developed as a middle school curriculum, but is readily adaptable to 10-12.

REPORT CARD				
Overall Grade	B+			
General Content	В+			
Presentation	В			
Pedagogy	B +			
Teacher Usability	В			
Human Communities	В			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.				
Foreign Language	_			

COMMENTS

General Content

"A strong emphasis on energy and economics."

Presentation

Needs a table of contents. "Graphics are limited."

Pedagogy

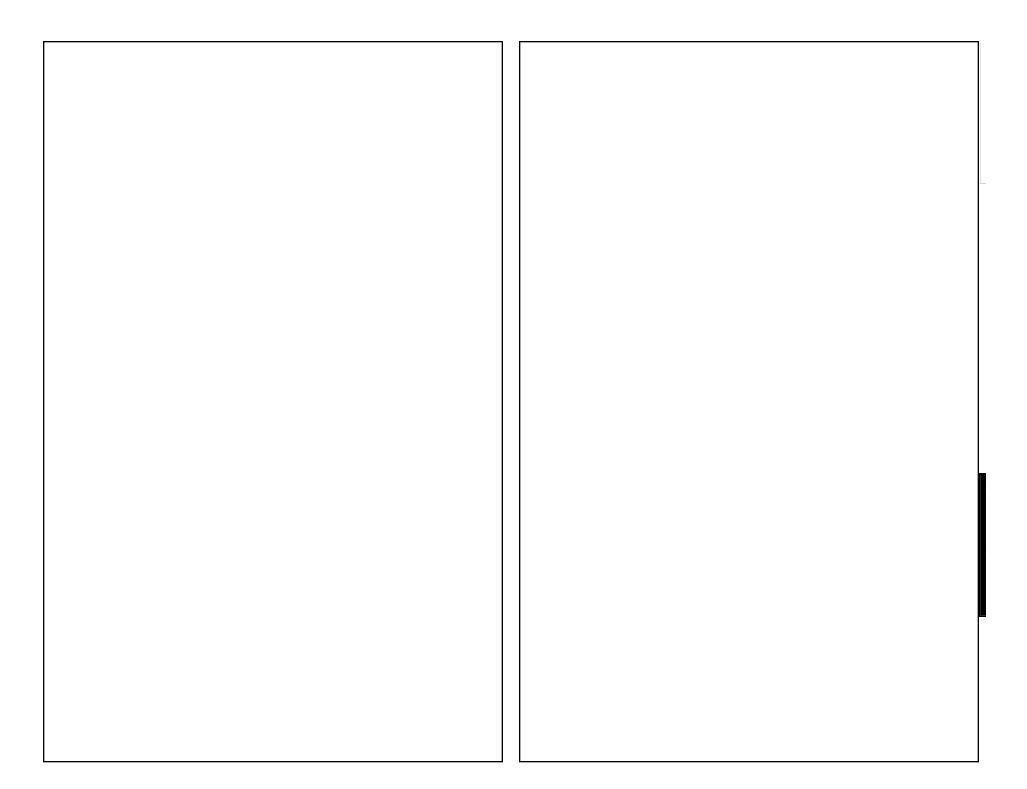
"Innovative lessons in case studies." "Provides excellent information and student-centered activities." "Not challenging enough for high school students."

Teacher Usability

"Needs more teacher direction."

Specific Content on Human Communities

Material applies to the economics and environment of local communities.



The Environment at Risk and America's Role in the World

National Issues Forum Institute c/o Kendall/Hunt Publishing Company 4050 Westmark Drive Dubuque, Iowa 52002 (800) 258-5622



\$15.00 teacher's guide. \$2.95 booklet and \$35.00 video. 1989. "The Environment at Risk." 1992. "America's Role in the World."

Each National Issues Forum module is a policy-oriented unit based on a "town meeting" approach. Contained within the module are supplemental materials for handouts and transparencies, teacher background material, preparation material for the moderator, and a glossary. "America's Role in the World" deals primarily with military issues and national interests; "The Environment at Risk" deals with stewardship and the global commons.

REPORT CARD				
Overall Grade	В			
General Content	В			
Presentation	В			
Pedagogy	В			
Teacher Usability	В			
Human Communities	В			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Timely, town meeting approach." "Appropriate for senior level civics class - leads to good discussions." "Good summary of environmental treaties on an international level."

Presentation

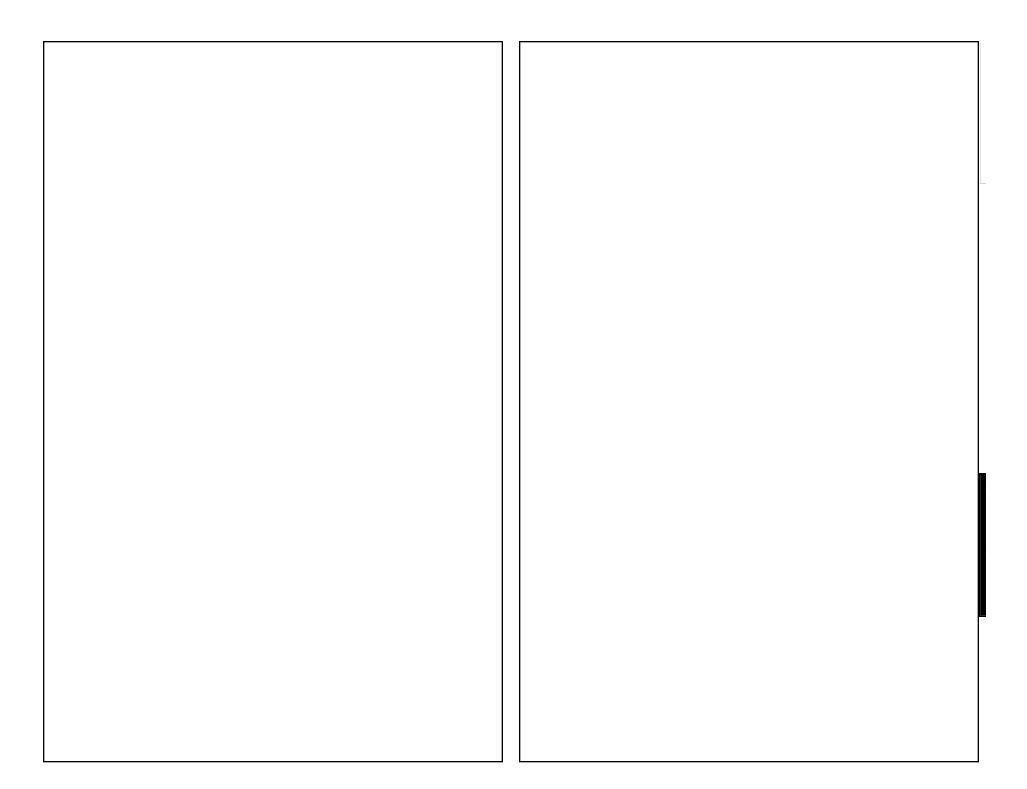
"Needs to be bound and organized for a cohesive presentation." "The magazine format is less imposing than a textbook."

Teacher Usability

Short and concise articles provide overviews of topics.

Specific Content on Human Communities

Deals with the political aspects of global environmental issues.



Students Shopping for a Better World

Policy Studies Associates P.O. Box 337 Croton-on-Hudson, New York 10520 (800) 316-2739 (914) 271-6500



\$25.00. 1993. 70 pages. teacher's guide.

\$7.49 single copy. \$5.00 each for 25 or more. 1992. 262 pages. <u>Students Shopping for a Better World</u> (\$5.99 when purchased with teacher's guide).

The teacher's guide to <u>Students Shopping for a Better World</u> is designed to introduce the concept of social and consumer responsibility to students. The guide focuses on the information provided in the book, but also suggests additional activities. <u>Students Shopping for a Better World</u> is published annually, providing up-to-date data on the corporate track records on issues relating to environmental impact and policies, social policies, and animal testing.

REPORT CARD			
В			
B +			
В			
B+			
B-			
В			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics	_			
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.				
Foreign Language	_			

COMMENTS

General Content

"Very interesting material!" "Students can actually <u>do</u> something." "Excellent for civic, economics, sociology and other social studies classes. Good decision-making exercises for teens; topics are also good for journals." "A fresh approach using well researched material."

Presentation

"The layout could be more appealing and better organized."

Pedagogy

"Relevant, motivating activities."

Teacher Usability

"A lot of vocabulary and reading."

Specific Content on Human Communities

"Using this book in a classroom for 'formal' lessons is a fascinating idea, although many high schoolers are not used to thinking of their own consumerism in a global fashion."



Teaching About Global Issues

American Forum for Global Education/ National Clearinghouse on Development and Environmental Education 45 John Street Suite 908 New York, New York 10038 (212) 742-8232



\$25.00. 1993. 99 pages.

"Teaching About Global Issues: Population, Health, Hunger, Culture, Environment" is a compilation of 12 classic lesson plans appearing in earlier publications. Updated to reflect current conditions and changes, these lessons include simulations, role-playing activities, questionnaires, worksheets, and readings.

REPORT CARD				
В				
В				
В				
В				
В				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"A compilation of activities which might be useful in a population and hunger unit." "Emphasis on population issues - brings out impact of industrialized nation's populations."

Presentation

"Lots of graphs." "Type is small for many activities; graphics are of poor quality."

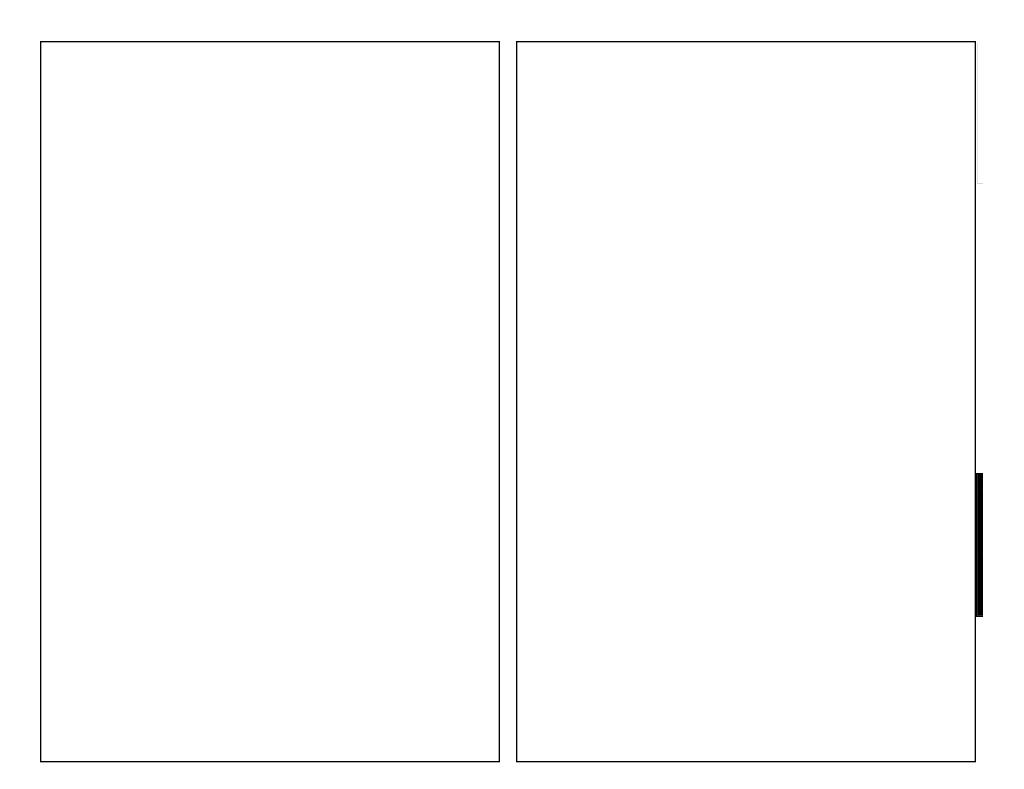
Pedagogy

"Learning style is not very creative."

Teacher Usability

"Short and diverse package." "Presents 12 activities with objectives, procedures, worksheets with group interactions and evaluations suggested." "No resource guide for the teacher."

Specific Content on Human Communities Global in scope.



The Power of Numbers

Educators for Social Responsibility 23 Garden Street Cambridge, Massachusetts 02138 (617) 492-1764



\$35.00, 1992. 248 pages.

"The Power of Numbers" is a supplemental teacher's guide that uses mathematics to teach constructive citizenship. By teaching mathematics in context, students see the application of skills and concepts to conduct polls, sample populations, analyze data, interpret graphs, understand the meaning of percentages and the implication of exponential growth, and estimate costs.

REPORT CARD			
В			
B +			
В			
В			
В			
В-			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Good way to teach math and environmental education at the same time." "Statistics always tend to be dated." "Some interesting mathematical activities that need to be combined with other materials to present relevant concepts to students (i.e. the human population issue is used only to discuss a mathematical process)."

Pedagogy

Interdisciplinary in nature; "humanistic inquiry approach is missing."

Teacher Usability

"Ideas are presented clearly."

Specific Content on Human Communities

Demonstrates the practical application of math as it relates to social and environmental science.



USA by Nurbers Teaching Kit

Zero Population Growth 1400 Sixteenth Street, N.W. Suite 320 Washington, D.C. 20036 (202) 332-2200



\$19.95. 1988. 14 activity modules

Designed to accompany the book <u>USA by Numbers</u> (included), the teaching kit offers 14 classroom activity modules designed to guide students through their analysis of the book. Activities include: "USA by Number Trivia Game," "The Computer as Research Assistant," and "Taking a Stand on U.S. Issues."

REPORT CARD			
В			
В			
В			
В			
В			
В			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Good supplemental material for teaching statistics." "Mostly graph interpretation; environmental and social meaning not really drawn out." "Data needs to be updated."

Presentation

"At a glance, too many tables and charts and a limited scope."

Pedagogy

"Activities do a good job of integrating math with population issues." "Not enough group (student) interaction."



Geographic Perspectives

The Center for Teaching International Relations University of Denver 2199 South University Boulevard Denver, Colorado 80208 (303) 871-2164



\$29.95. 1991. 124 pages.

Using the five themes of Location, Place, Relationships within Places, Movement, and Regions, the activities within "Geographic Perspectives" are designed to increase students' awareness of geography and the interconnectedness of all human communities. Activity titles include "Where in the World?," "Energy Producers and Consumers," and "Mapping the Data."

REPORT CARD			
В			
B+			
В			
В			
В			
В-			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Good for geography teachers... clearly outlines a two-week unit that covers the five global areas of geography." "The global metaphor section fosters understanding; views global issues as of paramount importance."

Specific Content on Human Communities

"Minimal environmental emphasis." "This curriculum would make a traditional geography course much more interesting...."



The Physical Science of Living in California, Volume I

Lawrence Hall of Science Project Physical Sciences University of California Berkeley, California 94720 (510) 642-0191



Available for use (permission to copy granted) at the following locations: county offices of education, SS & C schools, and SS & C affiliates at California state universities. 1993. 400 pages.

"The Physical Science of Living in California, Volume I" is comprised of five integrated modules in physical/earth sciences with some environmental application: Energy; California Geology: a Xyzoxian Survey; California Weather and Climate; Water, Sea and Sand: Where California Meets the Ocean; and Transportation. Used independently or in any sequence, the modules are designed to relate physical science to the human communities of California.

REPORT CARD				
Overall Grade	В			
General Content	B +			
Presentation	В			
Pedagogy	B +			
Teacher Usability	B+			
Human Communities	C			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

A good physical science curriculum with limited environmental application. "Excellent in terms of physical science in California!" "High interest; motivating activities."

Presentation

Layout is not exciting.

Pedagogy

"Directly related to the state framework in areas of responsibility of humans toward natural resources."

Teacher Usability

"Pretty 'heady' material!"

Specific Content on Human Communities

Does not focus per se on environmental aspects of human communities, locally or globally.



A Sustainable Development Curriculum Framework

Global Learning, Inc. 1018 Stuyvesant Avenue Union, New Jersey 07083 (908) 964-1114



\$20.00. 1991. 300 pages.

"A Sustainable Development Curriculum Framework for World History and Cultures" is literally a conceptual framework by which the environment is considered a forethought - not an afterthought - in the development process. Background information, education philosophy, sample questions, annotated list of lessons, sample courses, resources, student action projects, and sample readings are provided.

REPORT CARD			
В			
В			
В-			
В			
В-			
В			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics	_			
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Extensive list of resources and interesting background reading for the educator. Provides sample lessons; concise and teacher-centered."

Presentation

"Confusing layout ... difficult to locate specific information."

Pedagogy

"College level material with too much 'multiple guess' questions."

Teacher Usability

"Well thought out with a very complete reference source list."

Specific Content on Human Communities

Provides structural framework to teach sustainable development in the context of human communities and global education.



Children Hugering for Justice

The Center for Teaching International Relations University of Denver 2199 South University Boulevard Denver, Colorado 80208 (303) 871-2164



\$2.00 per manual, set of 3 for \$5.00. 1991. 30 pages.

Produced in cooperation with the Office on Global Education/Church World Service, "Children Hungering for Justice" explores hunger and human rights from a student's perspective using activities which focus on World Food Day. Teaching suggestions, reproducible handouts, and lists of additional supplemental material are provided.

REPORT CARD				
Overall Grade	В			
General Content	В			
Presentation	В-			
Pedagogy	В-			
Teacher Usability	В			
Human Communities	В			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics	_			
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Succinct and to the point for a lesson set specifically on hunger." "Too narrow a focus; little environmental emphasis." "Uses literature (poems) to stir feelings and create connectedness to the issue of hunger."

Pedagogy

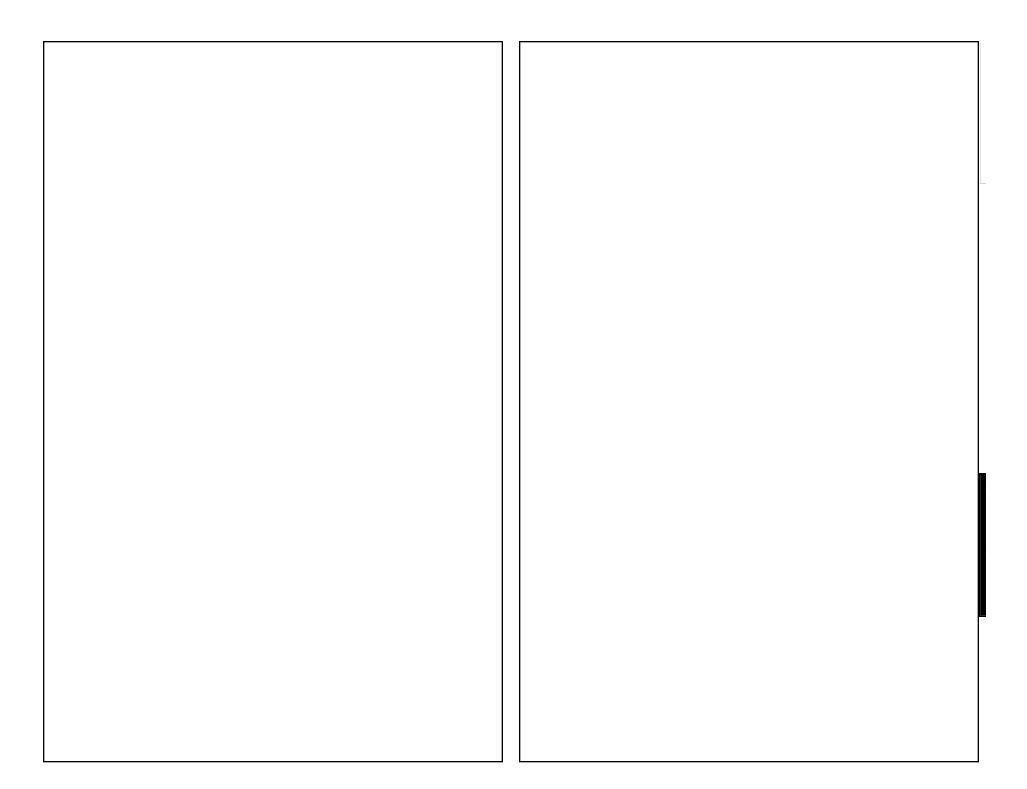
Needs diversity in activities.

Teacher Usability

Serves as supplemental material.

Specific Content on Human Communities

"Elevates students' awareness of a global problem." "Nurtures social responsibility."



Mathematics and Global Survival

Ginn Press 160 Gould Street Needham Heights, Massachusetts 02194 (800) 428-4466



\$31.50. 1991. 197 pages.

"Mathematics and Global Survival" addresses the global issues of resource scarcity, hunger, population growth, pollution, and waste using mathematics as a tool of analysis. Basic mathematical operations such as percents, ratios, proportions, sampling, and probability are applied to help students gain an understanding of the issues and provide them with facts and tools to generate solutions.

REPORT CARD				
В				
В-				
В				
В				
В				
В				

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts	_			
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Good examples of the application of mathematics to analyze environmental issues. Much of this could be incorporated into other subject areas."

Pedagogy

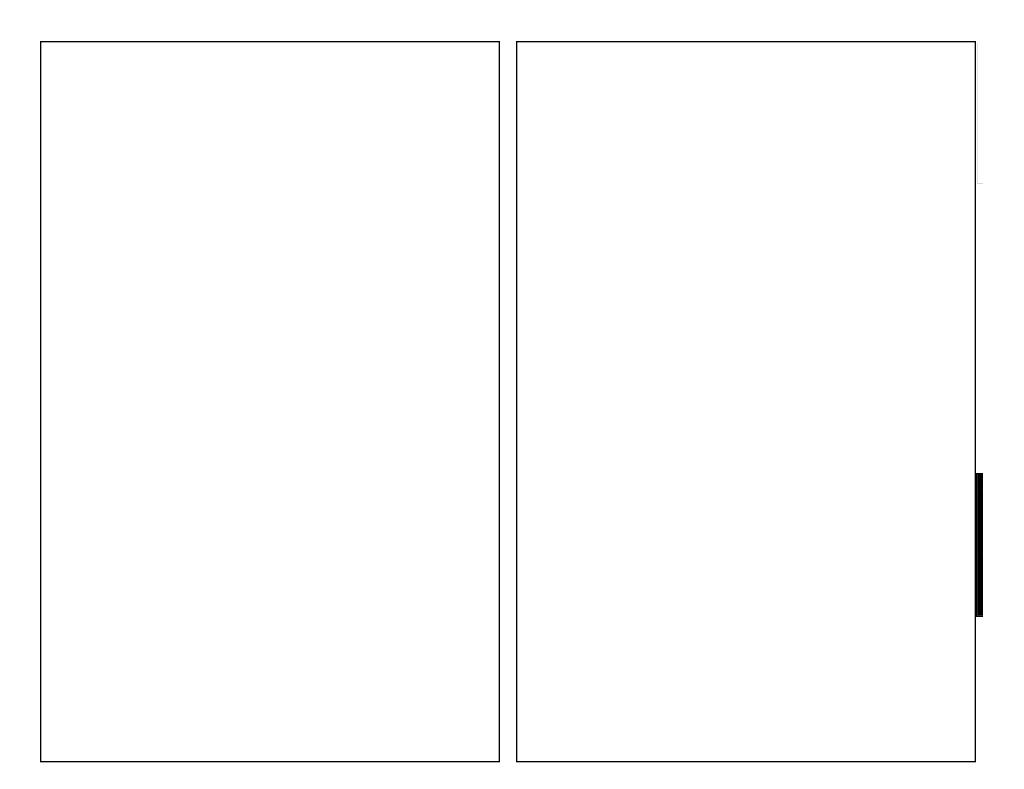
"Too little discussion/debate dealing with issues."

Teacher Usability

"Could make math come to life for many kids!" "Much of this could be incorporated into other subject areas. "Relevant and clear."

Specific Content on Human Communities

"I like the combination of math with global issues." "Relevancy of math to everyday life and global problems."



Population Learning Series Modules

Population Reference Bureau Circulation Department P.O. Box 96152 Washington, D.C. 20090 (800) 877-9881



\$3.00. 1989. 12 pages. "World Population: Toward the Next Century."

\$5.00. 1990. 24 pages. "World Population: Fundamentals of Growth."

\$3.00. 1992. 14 pages." World Population: Facts in Focus."

\$2.00. 1987. 12 pages. "Human Needs and Nature's Balance."

Each module in the series is designed as a short, concise unit of study and contains a student reading, glossary of terms, worksheets with perforated edges, and list of references and resources. The material enables the secondary level student to understand the issue and discuss its relevance to global problems, define terms, and propose and evaluate policies.

B B
D
В-
B-
В
В

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Supplemental material serves as a resource for information and activities on world populations. "Some of the information is outdated. Newer material is available from PRB" (see "Making Connections: Linking Population and the Environment" (pp. 40-41) and "Connections: Linking Population and the Environment" (pp.116-117)). "Readings are good."

Presentation

"Dry." "Graphics provide easy access to information."

Pedagogy

Needs more higher level thinking in most lessons. "Student interaction and application is lacking."

Specific Content on Human Communities

Provides a survey of various global issues and trends.



Measures of Progress Poster Kits

The World Bank Publications Department P.O. Box 7247-8619 Philadelphia, Pennsylvania 19170 (202) 473-1155



\$10.95 per poster kit: "GNP Per Capita;" "Population Growth Rate;". and "Life Expectancy at Birth." 1995.

Each poster kit in the "Measures of Progress" series includes a color poster map, set of six photographs with text, and a teaching guide approximately 20 pages in length. Using the poster kit, secondary level students read and interpret data and identify some of the factors leading to economic and population development trends throughout the world.

REPORT CARD				
Overall Grade	В			
General Content	В			
Presentation	В			
Pedagogy	В			
Teacher Usability	C+			
Human Communities	В-			

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.				
Foreign Language	_			

COMMENTS

General Content

Poster format provides springboard for discussion. "Focus is too narrow; little reference to the environment." "Conspicuously absent in the population growth rate kit is any reference to lifestyle impact upon the environment (i.e. impact of one person from a developed nation versus that of one person from a developing nation)."

Presentation

"Nice charts!" Large, colorful, sturdy maps provide good visuals.

Pedagogy

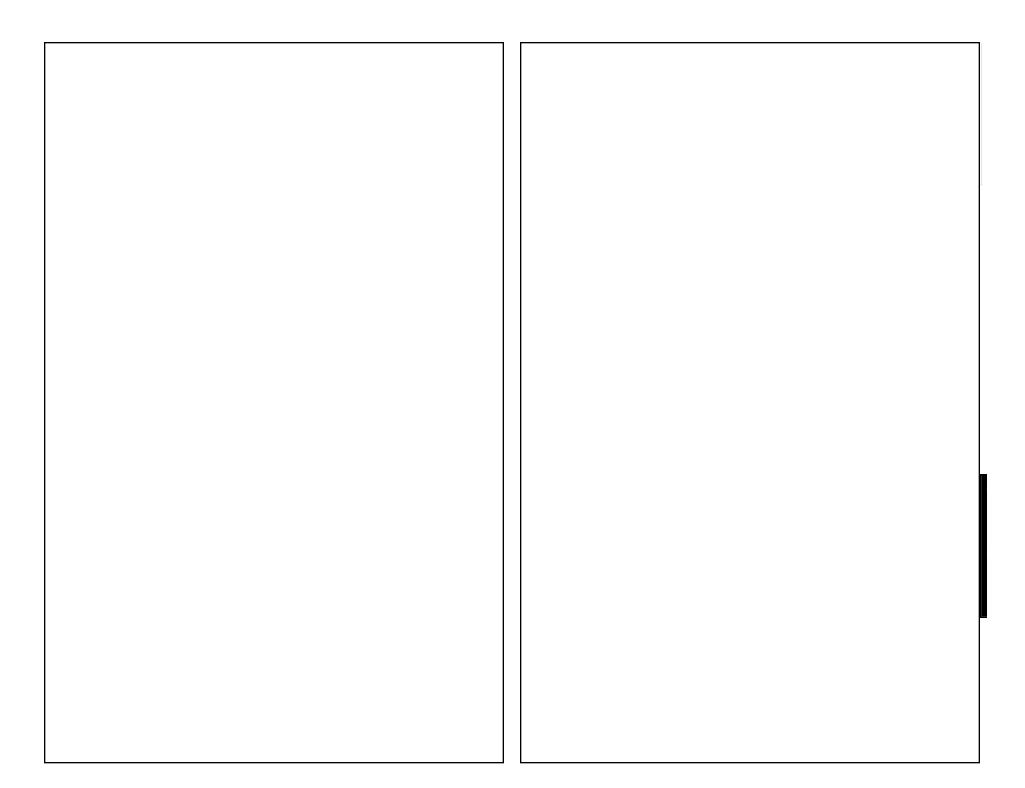
"Does not provide interactive or cooperative learning activities." "Has traditional worksheets and superficial activities requiring only data reading."

Teacher Usability

"Could easily incorporate parts of this into a social science or economics class." "Minimal teacher background information; assumes each of us has a lot of knowledge."

Specific Content on Human Communities

A global look at the elements of human communities.



The Environmental Data Book and The Development Data Book

The World Bank Publications Department P.O. Box 7247-8619 Philadelphia, Pennsylvania 19170 (202) 473-1155



\$6.95 each data book, \$6.95 each teaching guide, \$10.95 classroom set. 1993. 16 pages. "The Environmental Data Book;" 46 pages. teaching guide. 1988. 16 pages. "The Development Data Book;" 52 pages. teaching guide.

The teaching guides which accompany "The Environmental Data Book" and "The Development Data Book" present activities to increase students' understanding of the issues and strengthen their ability to perform statistical calculations, interpret charts, and think critically in solving problems. "The Development Data Book" contrasts living conditions in developing and industrialized countries; "The Environmental Data Book" applies statistics as indicators, or measures, of environmental quality and economic conditions.

REPORT CARD)
Overall Grade	В
General Content	В
Presentation	В
Pedagogy	B-
Teacher Usability	B-
Human Communities	B-

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Provides good, current data. Encourages manipulation and application of data. "An excellent start."

Presentation

"Lots of bright charts and graphs in the student booklet."

Pedagogy

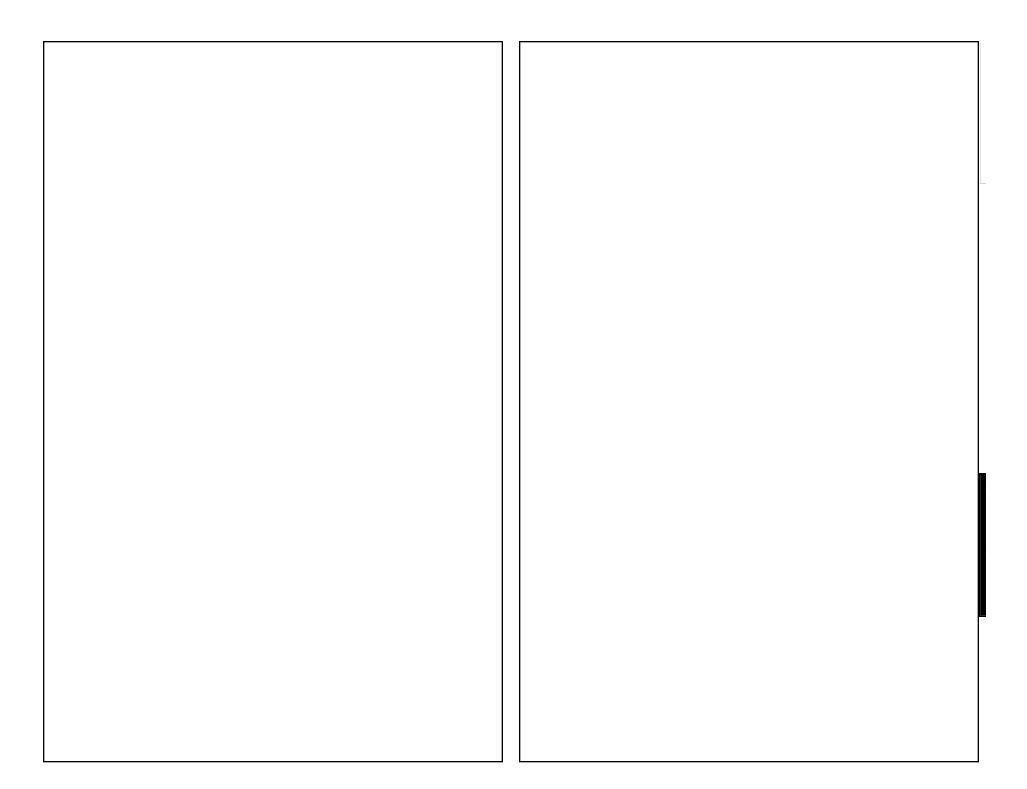
"Questions are based on lower level reasoning skills ... not very interesting for the average high school level." "Little 'handson' other than interpreting the graphs. Not enough emphasis on what kids can do."

Teacher Usability

"Requires short periods of time to teach the issues."

Specific Content on Human Communities

"Minimum information on sustainability and human population given directly."



Crowding Out the Future

Federation for American Immigration Reform 1666 Connecticut Avenue, N.W. Washington, D.C. 20009 (202) 328-7004



\$10.00. 1992. 64 pages. <u>Crowding Out the Future.</u>
No charge. 1992. 8 pages. teacher's guide to <u>Crowding Out the Future.</u>

The teacher's guide is designed to accompany <u>Crowding Out the Future: World Population Growth, U.S. Immigration, and Pressures on Natural Resources</u>, a presentation of controversial viewpoints regarding population growth, immigration, and environmental degradation. The book is based on satellite photographs and computer enhanced graphs; the classroom activities enable the students to analyze the book critically so that they can formulate their own positions.

В
В
В-
В-
В-
В

	_	_	_	_
DISCIPLINE EMPHASIS	O	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics				
Fine/Performing Arts	_			
Language Arts	_			
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

Biased and elitist attitude is communicated through this material. By bringing up controversy, however, student discussion can be generated. On the other hand, "such controversy can negatively affect classroom interactions."

Presentation

Incredible visuals; colorful computer graphics.

Teacher Usability

Serves as a useful reference for a report on population growth but it is "dry, difficult reading." "College level material; essays would make good reading."

Specific Content on Human Communities

Focuses on the issue of human population growth and its social/environmental implications.



Bringing a Global Perspective to Economics and Bringing a Global Perspective to Wo

Consortium for International Studies in Education and Ohio Department of Education c/o ERIC Documents Reproduction Service 3900 Wheeler Avenue Alexandria, Virginia 22304 (703) 440-1400



\$23.10. 1983. 131 pages. "Bringing a Global Perspective to Economics." \$23.10. 1983. 142 pages. "Bringing a Global Perspective to World Geography."

"Bringing a Global Perspective to Economics" and "Bringing a Global Perspective to World Geography" present integrated instructional materials for the secondary level. The Economics volume focuses on world food and energy systems, international cartels and the process of foreign investment. The World Geography volume stresses economic, political and social interactions that occur regionally.

В-
В
В-
В
В-
В-

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics	_			
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Emphasis is upon economics and geography rather than environmental issues or actions." "Contains some good information and ideas." "Needs to be updated." "Serves as supplemental material.

Presentation

Poor in quality.

Pedagogy

"Very teacher-centered." "The simulations are very helpful."

Specific Content on Human Communities

"Many of the activities stress cross-cultural connections as they apply to economic and food issues."



Sustainable Development: Education for Social Studies and Science

Manitoba Textbook Bureau Box 910 Souris, Manitoba Canada R0K 2CO (204) 483-4040



\$5.00. 1994. 64 pages.

"Sustainable Development: Education for Sustainability" is designed to assist educators in the integration of sustainable development concepts, principles, and guidelines into existing courses. The material serves as a support document primarily for Canadian educators, rather than a curriculum *per se*. Some sustainable development activities are suggested, along with a list of additional resources.

Overall Grade BGeneral Content B Presentation C+ Pedagogy B Teacher Usability BHuman Communities C+

DISCIPLINE EMPHASIS	0	1	2	3
Science				
History/Social Science				
Health	_			
Mathematics	_			
Fine/Performing Arts	_			
Language Arts				
Industrial/Vocational Ed.	_			
Foreign Language	_			

COMMENTS

General Content

"Provides good background information for the teacher on sustainable development." "Very current (includes the Rio Declaration)." Framework and ideology are based on a process-oriented definition of sustainable development.

Pedagogy

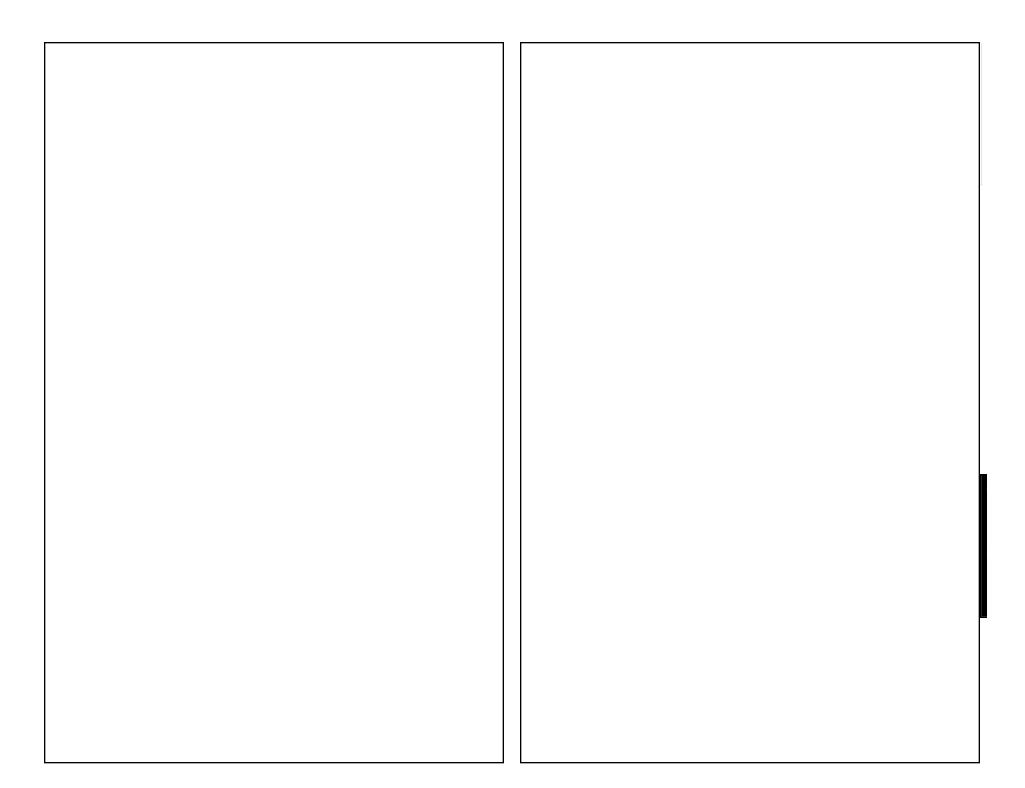
"Activities are not well constructed in spite of the book having a good introduction."

Teacher Usability

Does not stand on its own, but does not intend to do so. Available in French.

Specific Content on Human Communities

Primarily connects economics to issue of global sustainability.



Creview

Environmental Education Curriculum and Compendium Project

During the last twenty years, a vast amount of environmental education material has been developed in the United States for the K-12 classroom. Produced by an extensive variety of individuals, agencies, and institutions, these curricula are of varying quality and value to the classroom teacher. It is, at best, a demanding, complex, and challenging process for teachers to select and implement suitable curricula. To facilitate and encourage the implementation of high quality curricula, the Environmental Education Unit within the California Department of Education (CDE) instituted the Curricula and Compendia Project. A project advisory group, made up of representatives from a number of state agencies and offices, established the following project tasks: (1) collect curricula through a nation-wide search; (2) evaluate the quality of each curriculum using an appropriate assessment instrument; (3) publish evaluation result in topic-specific compendia that use a descriptive, ranked format; and (4) develop and implement strategies for distribution of the compendia to educators across California.

To make this curricula review manageable, seven topic areas were logically delineated: Energy Resources, Water Resources, Integrated Waste Management, Air Quality, Human Communities, Plant and Animal Communities, and Terrestrial and Aquatic Habitats (the latter two have since been combined to form Natural Communities). The Energy Resources and Water Resources compendia were published in 1992, and the Integrated Waste Management compendium was published in 1993. The Air Quality and Natural Communities compendia were published in early 1995.

The evaluation phase of the Curricula and Compendia Project utilizes four strategies: (1) development of a "Unifying Concepts of Environment Education" matrix by the CDE to serve as a cornerstone linking the project's six topics; (2) formation of an advisory group of experts for each project to create a topical "Conceptual Matrix" aligned to the unifying concepts; (3) elaboration of topic-specific curricula evaluation questions that are directly correlated to the "Conceptual Matrix"; and (4) systematic evaluation and ranking of environmental education curricula. When

completed, the conceptual matrices for the six compendia will provide an extensive, yet cohesive, foundation upon which curriculum writers, environmental educators, and school administrators can base further instructional materials development in environmental education.

Conceptual Matrices for Environmental Education

Both the "Unifying Concepts of Environmental Education" and the "Conceptual Matrix for Human Communities" illustrated on the following pages are based upon the environmental education philosophy of the CDE, described in the "Point of View on Environmental Education" (1990). The "Unifying Concepts of Environmental Education" provide a conceptual foundation for defining the boundaries of all environmental education. On the "X" axis are found three content descriptors: "The Natural Environment," "The Built Environment," and "The Personal Environment." On the "Y" axis are three process skills that encompass the full range of cognitive and affective change: "Fostering Awareness," "Understanding Concepts," and "Taking Action."

In the conceptual matrix for this compendium, the nine identified core concepts define the essence of human communities curricula. Because environmental education is an interdisciplinary subject, the basic concepts of human communities correspond, to some degree, to almost all of the frameworks for California public schools and reflect the philosophy underlying the California Education Code. The science and history/social science frameworks are particularly relevant, as seen on page 153.

Unifying Concepts of Environmental Education

CONTENT	NATURAL ENVIRONMENT Natural Systems and Interactions	BUILT ENVIRONMENT Human Alterations to Natural Systems	PERSONAL ENVIRONMENT Citizens' Roles, Responsibilities, Choices, and Actions
FOSTERING AWARENESS AND APPRECIATION OF THE ENVIRONMENT	Environmentally aware citizens cultivate in themselves and others a deep appreciation for natural systems and personal interactions with the natural environment. California Curriculum Framework References: Science: Living Things, Ecosystems, Oceanography.	Members of sustainable human communities value the natural environment and recognize humankind's ultimate dependence upon renewable and non-renewable resources. History and Social Science: Geographical Literacy; Science: Geology and Natural Resources, Living Things, Ecosystems.	An individual's quality of life and attitude toward the environment depend upon the distribution and quality of natural resources, which may be regulated by laws and influenced by local interests, cultural values, political climate, and international relations. History and Social Science: Sociopolitical Literacy, Cultural Literacy, Constitutional Heritage, National Identity.
UNDERSTANDING BASIC ENVIRONMENTAL CONCEPTS	Individuals understand the relationship between the living and non-living components of natural systems. Science: Living Things, Energy, Ecosystems, Matter.	Humans understand how they alter the natural and built environments. As human populations increase, their impacts on the global environment are more pronounced. History and Social Science: Historical Literacy, Geographic Literacy; Science: Geology and Natural Resources, Science, Technology and Society.	Individuals, communities, and societies understand and honor the symbiotic relationship between the natural and built environments such that a sustainable global community is created. History and Social Science: Civic Values, Rights and Responsibilities, Sociopolitical Literacy, Participation Skills.
TAKING RESPONSIBLE ACTIONS TOWARD THE ENVIRONMENT	Individuals take appropriate, knowledgeable actions to restore, preserve and protect the integrity of natural systems and interactions. History and Social Science: Historical Literacy, Ethical Literacy; Science: Ecosystems, Geology and Natural Resources.	Members of sustainable human communities learn from past experiences, acknowledge human limitations, anticipate changes, and develop innovative systems to conserve resources and promote the vitality of both the natural and built environments. History and Social Science: Ethical Literacy, Critical Thinking Skills, Historical Literacy, Economic Literacy; Science: Geology and Natural Resources, Science, Technology and Society.	Informed citizens influence the development of a sustainable global community through individual and collective actions, civic and organizational responsiveness, lifestyle choices, cultural sensitivity, career selection, regulatory and statutory processes, and economic practices. History and Social Science: Civic Values, Rights and Responsibilities, Economic Literacy, Critical Thinking Skills, Participation Skills; Science: Science, Technology and Society.

Conceptual Matrix for Human Communities

CONTENT PROCESS	NATURAL ENVIRONMENT Natural Systems and Interactions	BUILT ENVIRONMENT Human Alterations to Natural Systems	PERSONAL ENVIRONMENT Citizens' Roles, Responsibilities, Choices, and Actions
FOSTERING AWARENESS AND APPRECIATION OF THE ENVIRONMENT	Individuals recognize the dependence of human communities upon the natural environment and gain an awareness of the issues surrounding the availability and consumption of human, economic and natural resources.	Individuals develop conservation ethics and attitudes while studying the design and function of the built environment, as well as the complex interrelationships between humans, their constructions, and the natural environment.	Individuals are aware of basic human needs and appreciate the diversity of cultural and regional perspectives. They respect the attitudes of stewardship which focus on improving the quality of our common environment.
UNDERSTANDING BASIC ENVIRONMENTAL CONCEPTS	Individuals comprehend that human communities are subject to the same biophysical laws that govern all natural systems. They understand the local and global consequences of their actions.	Individuals understand that human communities alter natural environments to fulfill needs emerging from cultural, economic, political, and technological systems and institutions. They understand the need to build balance and aesthetic quality into cities and communities to ensure a healthier environment for the benefit of present and future generations.	Individuals understand that they have a personal obligation to lead environmentally responsible lifestyles and to contribute meaningfully to the decision-making process on issues involving the environment and its resources. They know that the dignity and worth of each individual requires a quality environment which engenders the development of one's spirit and intellect.
TAKING RESPONSIBLE ACTIONS TOWARD THE ENVIRONMENT	Citizens plan, develop, monitor, and modify sustainable human communities to maintain the integrity and health of the natural environment.	When designing sustainable human communities, citizens conduct long - and short - term cost/benefit analyses, which include risk assessments, using both local and global perspectives to ensure the conservation of resources.	Citizens, cooperating at all organizational levels, act responsibly to conserve the natural environment. As members of globally sustainable and economically productive human communities, they properly manage and protect the land and its resources for the benefit of present and future generations.

Conceptual Matrix Framework Correlations

CONTENT PROCESS	NATURAL ENVIRONMENT Natural Systems and Interactions	BUILT ENVIRONMENT Human Alterations to Natural Systems	PERSONAL ENVIRONMENT Citizens' Roles, Responsibilities, Choices, and Actions
FOSTERING AWARENESS AND APPRECIATION OF THE ENVIRONMENT	Science: living things, ecosystems, matter, energy. History/Social Science: economic literacy, basic study skills. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Mathematics: mathematical ideas, mathematical tools and techniques, mathematical thinking. Visual and Performing Arts: aesthetic valuing. California Education Code: Chapter 4 Environmental Education, Article 2, Section 8706 and 8722.	Science: living things, ecosystems, geology and natural resources, matter, energy. History/Social Science: ethical literacy, historical literacy, geographical literacy, basic study skills. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Mathematics: mathematical ideas, mathematical tools and techniques, mathematical thinking. Visual and Performing Arts: aesthetic valuing, arts heritage. California Education Code: Chapter 4 Environmental Education, Article 2, Section 8706.	Science: living things, ecosystems, geology and natural resources, matter, energy. History/Social Science: ethical literacy, cultural literacy, civic values, rights and responsibilities, constitutional heritage. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Physical Education: self-image and self-realization, social development and interaction.
UNDERSTANDING BASIC ENVIRONMENTAL CONCEPTS	Science: living things, ecosystems, geology and natural resources, matter, energy. History/Social Science: economic literacy, basic study skills. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Mathematics: communication, mathematical ideas, mathematical thinking, mathematical tools and techniques. California Education Code: Chapter 4 Environmental Education, Article 2, Section 8706.	Science: living things, ecosystems, geology and natural resources, matter, energy. History/Social Science: basic study skills, cultural literacy, geographical literacy, sociopolitical literacy, economic literacy. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Mathematics: communication, mathematical ideas, mathematical tools and techniques, mathematical thinking. Visual and Performing Arts: aesthetic perception, creative expression, arts heritage, aesthetic valuing.	Science: living things, ecosystems, geology and natural resources, matter, energy. History/Social Science: historical literacy, ethical literacy, cultural literacy, geographical literacy, sociopolitical literacy, economic literacy, civic values, rights and responsibilities, constitutional heritage. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Mathematics: communication, mathematical ideas, mathematical tools and techniques, mathematical thinking. Visual and Performing Arts: aesthetic perception, creative expression, arts heritage, aesthetic valuing. Physical Education: self-image and self-realization, social development and interaction, individual excellence. California Education Code: Chapter 4 Environmental Education, Article 2, Section 8704, 8705 and 8707.
TAKING RESPONSIBLE ACTIONS TOWARD THE ENVIRONMENT	Science: living things, ecosystems, geology and natural resources. History/Social Science: economic literacy, critical thinking skills, participation skills. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Mathematics: communication, mathematical ideas, mathematical tools and techniques, mathematical thinking. Visual and Performing Arts: creative expression, arts heritage, aesthetic valuing, aesthetic perception. Physical Education: social development and interaction.	Science: living things, ecosystems, geology and natural resources. History/Social Science: ethical literacy, historical literacy, geographical literacy, cultural literacy, critical thinking skills, participation skills. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Mathematics: communication, mathematical ideas, mathematical tools and techniques, mathematical thinking. Visual and Performing Arts: creative expression, arts heritage, aesthetic valuing, aesthetic perception. Physical Education: social development and interaction.	Science: living things, ecosystems, geology and natural resources. History/Social Science: ethical literacy, cultural literacy, civic values, rights and responsibilities, constitutional heritage, critical thinking skills, participation skills. English/Language Arts: oral language skills, composition skills, the conventions of language, the art of questioning. Mathematics: communication, mathematical ideas, mathematical tools and techniques, mathematical thinking. Visual and Performing Arts: creative expression, arts heritage, aesthetic valuing, aesthetic perception. Physical Education: Social development and interaction. California Education Code: Chapter 4 Environmental Education, Article 2, Section 8704 and 8707.

Human Communities Evaluation Tool

The following evaluation instrument was used by the project's environmental educators to evaluate the human communities curricula. This instrument reflects the recommendations and perspectives of the following documents:

"1992 Science Instructional Materials Evaluation Form," California Department of Education, 1992.

Andrews, Bill, "Background Paper I: Environmental Education Strategy of the California Department of Education," California Department of Education.

Energy Education Evaluation Form - the evaluation tool used for the compendia for "Water Resources" and "Energy Resources."

Gardella, Ron, Environmental Education Curriculum Inventory (Forms A and B), Northern Kentucky University, Highland Heights, KY, 1992.

Health Framework for California Public Schools (pp.102-108), submitted to California State Board of Education for adoption 11-30-92, California Department of Education.

History-Social Science Framework for California Public Schools (pp. 114-120), California Department of Education, 1988.

Niedermeyer, Fred, "A Checklist for Reviewing Environmental Education Programs" (pp. 46-50), *Journal of Environmental Education*, Vol. 23, 1992.

Olson, Betsy, "Environmental Education Instructional Materials Evaluation Form," California Department of Education (draft).

Science Framework for California Public Schools (Chapter 8, pp. 198-213), California Department of Education, 1990.

Science Resource Center, "Rating System for ME-2," Los Angeles Unified School District.

"The Superintendent's Point of View on Environmental Education," California Department of Education, 1990.

UNESCO, "The Belgrade Charter," UNESCO-UNEP Environmental Education Newsletter, Volume I, Number 1, January, 1976.

UNESCO, "The Tbilisi Declaration," October 1977.

I. Criteria For Instructional Materials

A. General Content

- 1. Are ideas expressed through unifying themes and big ideas, not facts?
- 2. Is content interdisciplinary?
- 3. Are students challenged to utilize age-appropriate higher level thinking processes?
- 4. Are ideas presented logically and connected through the curriculum?
- 5. Is depth of understanding emphasized (rather than encyclopedic breadth)?
- 6. Are historical, ethical, cultural, geographic, economic and sociopolitical relationships addressed?
- 7. Is the learning process, and the acquisition of knowledge, shown as connected to the students' lives and society?

B. Presentation

- 1. Are instructional materials clearly and engagingly written with the main concepts well articulated?
- 2. Are the roles of environmental ethics, citizenship, and stewardship explored?
- 3. Do lessons promote respect and caring for the environment, yet are nondogmatic and open to inquiry and differences of opinion?
- 4. Are personal and societal values and conflicting points of view explored in context?
- 5. Are instructional materials easy for students to use and understand?
- 6. Is learning made accessible to LEP students?

- 7. Are writings and concepts developmentally appropriate for the designated grade, yet sensitive to individual differences in educational experience and learning mode?
- 8. Is environmental responsibility modeled in design, underlying philosophy, and suggested activities by the lessons and materials (e.g., using recycled materials, creating minimal amounts of wastes, and properly disposing of the wastes)?
- 9. Are there clear linkages between communities of all levels? ("Thinking globally, acting locally.")
- 10. Are vocabulary words defined in context and not dominating of learning goals?
- 11. Is the layout of instructional materials interesting and appealing?

C. Pedagogy

- 1. Does almost half of the curriculum have students engaged in active learning?
- 2. Is learning based on the students' constructing knowledge through research, discussion, and application to gain conceptual understanding?
- 3. Are evaluation devices included, appropriate and aligned with the objectives or outcomes presented? (Highest scoring points for authentic, performance-based assessment devices.)
- 4. Are instructional materials sensitive to social, economic, and cultural diversity?
- 5. Do lessons encourage students to develop awareness, knowledge, and strategies for responsible action?
- 6. Are group/cooperative learning strategies used?
- 7. Is intergenerational responsibility, linking today's actions with future consequences, implicit in instructional methods?

D. Teacher Usability

- 1. Are instructions for the teacher clear and concise?
- 2. Are lesson objectives/outcomes clear and appropriate?
- 3. Are materials easily integrated into an established curriculum?
- 4. Is background information for the teacher adequate and accurate?
- 5. Can the materials be adapted to varied learning environments (large/small classes, of mixed levels, from rural/urban settings)?
- 6. Are consumable instructional materials of good quality, easily duplicated for student use, and in sufficient quantity to support the objectives?
- 7. Are equipment/materials listed and reasonably accessible?
- 8. Do the materials suggest a variety of instructional strategies, expanded learning environments, and resources in the curriculum's design?
- 9. Is the time required to complete each lesson indicated?
- 10. Do the materials clearly list the subject discipline(s) integrated into each lesson?

E. Human Communities Content Questions

Do the Materials Provide Opportunities for Students to:

- 1. Identify basic human needs and examine the difference between needs (biological) and desires (social/cultural), as well as the factors (e.g. socioeconomic, political and cultural) which influence needs and desires?
- 2. Identify the causes and effects of overpopulation, poverty, hunger, and the inequitable use and distribution of resources?
- 3. Reflect upon the components and functions of a human community?

Human Communities Evaluation Tool

- 4. Consider cross-cultural and regional differences between human communities in a tolerant, empathetic manner?
- 5. Become active stewards of the local and global environment and assess the short and long term impacts of their efforts?
- 6. Appreciate the connectedness between local and global human communities and the natural environment?
- 7. Understand the roles and interdependencies of ecological, economic, political, and technological systems as they relate to sustainable human communities?
- 8. Acquire personal problem-solving and decision-making skills which allow for greater effectiveness both individually and within organizations and institutions in the resolution of environmental issues?
- 9. Understand the availability and consumption of resources (economic and natural)?
- 10. Understand the interrelationships between environmental quality, aesthetics, and the development of human spirit and intellect?

II. Narrative/Miscellaneous

In thinking back on the curriculum you've just evaluated:

- A. Briefly comment on the strengths of the curriculum.
- B. Briefly comment on the weaknesses of the curriculum.
- C. Other comments.
- D. Would you use the curriculum in your class? (Circle one.)

Absolutely Probably Maybe Not likely No chance

E. It *primarily* addresses which one of the following geopolitical areas? (Circle largest unit.)

National Global

If it focused on a specific geopolitical area not including California, can it be easily adapted to the needs of California class room teachers?

- F. Are materials available in more than one language? If so, what part of the curriculum and which languages?
- G. Do the materials contain a listing of resources such as in an appendix or teacher resource guide?
- H. Is there evidence that the curriculum was field tested? Briefly describe the process.
- I. In the table below, place a checkmark () in the appropriate box across from each discipline to indicate the amount of emphasis each is given the curriculum.

Discipline	None	Some	A Lot	Major Emphasis
Science				
History/ Social Science				
Health				
Mathematics				
Fine/ Performing Arts				
Language Arts				
Industrial Tech/ Voc. Ed.				
Foreign Language				
Others (specify)				

Additional Curricula and Other Resources

A Child's Place in the Environment: Achieving a Sustainable Community (unit six), an interdisciplinary and thematic environmental education program with a strong literature base; sequential lessons focus on sustainable communities (publication in process) \$40.00, Konocti Unified School District, 1152 South Main Street, Lakeport, California 95453, (707) 263-7249.

Activities Using The New State of the World Atlas (7 - 12), a collection of activities designed to accompany The New State of the World Atlas (\$14.95) as a geographical survey of global politics and economics based upon resource allocation, binder format, \$29.95, Center for Teaching International Relations, University of Denver, 2199 South University Blvd., Denver, Colorado 80208 (303) 871-2164.

<u>Architecture in Education</u> (K - 12), a resource guide focusing on the built environment (i.e. structure, shelter, neighborhoods) with opportunities to compare animal and human architecture, as well as apply mapping skills, \$25.00, Foundation for Architecture, One Penn Center at Suburban Station, Philadelphia, Pennsylvania 19103 (215) 569-3187.

<u>Architexture</u>, A <u>Shelter World</u> (2 - 6), self-directed social science activities focusing on human shelter from a historic perspective, \$14.95. Zephyr Press, P.O. Box 13488-F, Tucson, Arizona 85732 (602) 322-5090.

Balance, Rainbow Bay, Verdict, Explosion, Survival, World, Utopia, Design, Ecopolis and Adapt Simulation Studies (6 - 12), simulation studies each consisting of a teacher guide and a student guide requiring students to conduct their own research to arrive at solutions, class sets range from \$20.00 - \$48.00. Interact/Interaction Publishers, Inc., Box 997, Lakeside, California 92040 (619) 448-1474.

<u>Cities Against Nature</u> and <u>Land Use and Abuse</u> (4 - 8), two of fourteen textbooks in the Saving Planet Earth series, not presented as a curriculum, but as student textbooks with minimum activities, \$19.95 per book or \$279.30 for series, Children's Press, 5440 North Cumberland Avenue, Chicago, Illinois 60656 ((800) 621-1115.

Conservation for Children (1 - 6), National Diffusion Network environmental education program consisting of grade level-specific curriculum guides in binder format offering worksheets, songs and art activities, \$25.00 per level and one Resource Guide for all grade levels (\$25.00) or \$165.00 for the entire package. Sopris West, P.O. Box 1809, Longmont, Colorado 80502 (303) 651-2829.

Cooperative Problem Solving About Population Growth (4 - 9), collection of group activities to explore and help resolve human population problems, Department of Curriculum and Instruction, College of Education and Allied Professions, University of North Carolina at Charlotte, Charlotte, North Carolina 28223 (704) 547-2531.

<u>Development Education: Building a Better World</u> (4 - 9), booklet of background information on global interdependence and global inequality with minimal student activities, \$5.95, American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (703) 875-0748.

Earth Education, Earthkeepers, Sunship Earth (K - 12), curriculum manuals that focus on methodology and activities on global education from an outdoor perspective and offer step-by-step planning for residential outdoor education experiences, Earth Education (\$21.95), Earthkeepers (\$12.95), Sunship Earth (\$14.95), Institute for Earth Education, Cedar Cove, Greenville, West Virginia 24945 (304) 832-6404.

Earthwatching III (9 - 12), supplemental teacher's guide and environmental reader derived from scripts of the "Earthwatch" radio program, \$3.50, University of Wisconsin - Madison, Institute for Environmental Studies, 550 North Park Street, 15 Science Hall, Madison, Wisconsin 53706 (608) 263-3259.

Ecological Construction Set (6 - 12), set of materials to design an ecologically sound ecosystem (with limited directions), set of 12 Intercom publications (of which this title is a part) \$20.00, Publications, American Forum for Global Education/National Clearinghouse on Development and Environmental Education, 45 John Street, Suite 908, New York, New York 10038 (212) 732-8606.

Additional Curricula and Other Resources

Famine and Chronic, Persistent Hunger: A Life and Death Distinction and Ending Hunger (6 - 12), teacher guide (\$5.00) accompanies a video of the same title (\$10.00) and hardcover photographic essay book Ending Hunger (\$12.00) to examine hunger as a local, national and global problem, The Hunger Project, 1388 Sutter Street, San Francisco, California 94109 (415) 928-8700.

<u>Fire in the Forest</u> (9 - 12), in-depth simulation activity on tropical deforestation, consisting of 3 sessions of role playing followed by one hour of debriefing, \$89.95, Publications, American Forum for Global Education/National Clearinghouse on Development and Environmental Education, 45 John Street, Suite 908, New York, New York 10038 (212) 732-8606.

Games on Issues of Sustainable Development (4 - 12), compilation of seven simulation activities related to conservation, global commerce, and sustainable development, \$5.00, Laboratory for Interactive Learning, Hood House, University of New Hampshire, Durham, New Hampshire 03824 (603) 862-2186.

Global Issues/1993-94 and Instructor's Resource Guide (10 - 12), series of articles to supplement existing curricula and explore major environmental issues, Duskin Publishing Group, Inc. Sluice Dock, Guilford, Connecticut 06437.

International Relations: Understanding the Behavior of Nations (9 - 12), student reader (\$9.95) and teacher guide (\$8.95) focus on foreign policy issues and geopolitics, The Center for Teaching International Relations, University of Denver, 2199 South University Blvd., Denver, Colorado 80208 (303) 871-2164.

<u>Karmilan, A Simulation Game on Sustainable Development</u> (10 - 12), (in process of being reprinted), in-depth simulation study of developing nations from a social science rather than evironmental perspective, \$25.00, folder format, N.T. Yap Environmental Systems Analysts Limited, 51 McElderry Road, Guelph, Ontario, Canada, N1G 4K6 (519) 766-4031.

<u>Living in a Global Age: A Simulation of International Trade</u> (5 - 12), simulation activity which provokes discussion of trade-offs and views the human community as the world (with less emphasis on the natural environment), \$9.95, Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, California 94305 (415) 723-1116.

One-Minute Readings: Issues in Science, Technology and Society (6-12), collection of short articles designed as a supplemental resource to relate societal issues to students' lives and provoke discussion, \$10.00 for the book; \$6.36 for the teacher's guide, Addison-Wesley Publishing Group, Reading, Massachusetts 01867 (617) 944-3700.

Our Fragile Planet series (6 - 9), student textbooks (or classroom reference material) offering background information on environmental issues, \$89.95 for the series (6 hardcover books), Facts on File, Inc., 460 Park Avenue South, New York, New York 10016 (212) 683-2244.

San Rafael, a Central American City Through the Ages, Lebek, a City of Northern Europe Through the Ages, Barmi, a Mediterranean City Through the Ages (4 - 9), hardcover pictoral essays trace the development of fictional cities from prehistoric to modern times, accompanied by text and detailed drawings of specific features (offering minimal student activities), \$16.95 per title, Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02108 (800) 225-3362.

Starvation or Survival Simulation Activity (5 - 12), simulation activity focusing on resource use in a developing nation; game set includes background information and reproducible worksheets, \$19.95 (includes "Women and Development in Africa" simulation), The Center for Teaching International Relations, University of Denver, 2199 South University Blvd., Denver, Colorado 80208 (303) 871-2164.

<u>Sustainable Development: Caring for the World</u> (5 - 8), conceptual framework, advanced course outline, and activities designed to clarify the meaning and significance of sustainability and the interrelatedness of natural and built environments, Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba, Canada, R2X 2R4 (204) 945-8940.

<u>Teaching About Global Awareness with Simulation Games</u> (6 - 12), collection of simulation activities that cover themes of inequality, development, human rights, and human needs through increasingly challenging activities, \$29.95, The Center for Teaching International Relations, University of Denver, 2199 South University Blvd., Denver, Colorado 80208 (303) 871-2164.

<u>Teaching About the Consumer and the Global Marketplace</u> (4 - 12), collection of activities that focus on general consumer issues with some emphasis on global economic interdependence, \$26.95, The Center for Teaching International Relations, University of Denver, 2199 South University Blvd., Denver, Colorado 80208 (303) 871-2164.

<u>Teaching Strategies, International Trade</u> and <u>Strategies for Teaching Economics:</u> <u>World Studies</u> (9 -12), Master Curriculum Guide Project curriculum guides which focus on global markets and world trade issues, \$17.95 for "International Trade" and \$14.95 for "World Studies," National Council on Economic Education, 432 Park Avenue South, New York, New York 10016 (212) 685-5499.

The Geography of Water (4 - 8), collection of lesson plans which focus primarily on the physical aspects of water distribution in California (elevation, physical features, precipitation) with some emphasis on the implications of human population centers; free to California educators, Metropolitan Water District of Southern California, P.O. Box 54153, Los Angeles, California 90054 (213) 250-6000.

Trees, Students, Local Government: Partnership for a Beautiful Community (10 - 12), applied, regional (Sacramento) environmental education manual using urban tree planting and maintenance as the media, \$10.00, Sacramento Tree Foundation, 201 Lathrop Way, Suite F, Sacramento, CA 95815 (916) 924-8733.

Windows on the World: Images of Cooperation (9 - 12), a curriculum designed primarily for agriculture students in which a global village is modeled and topics of development, foreign aid and international cooperation are discussed; optional videotape, \$30.00, American Institute of Cooperation, 50 F Street, NW, Suite 900, Washington, DC 20001 (202) 626-8740.